

**MILWAUKEE POLICE DEPARTMENT
ENTRY-LEVEL POLICE OFFICER
CANDIDATE PREPARATION GUIDE**

**WRITTEN ABILITY TEST,
WORK STYLE QUESTIONNAIRE,
LIFE EXPERIENCE SURVEY,
AND ORAL BOARD TEST**



Saville & Holdsworth

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INTRODUCTION

Because you have filed an employment application for the position of Milwaukee Police Officer, you probably have questions about the job duties and benefits, the selection process and the steps you can take to prepare for the selection process. This Preparation Guide will answer many of your questions and also provide you with many useful test-taking strategies and sample test questions to assist you in preparing for the examination. All of the information presented in this guide is accurate as of this date, but is subject to change. If you have additional questions, please call the Fire and Police Commission office at 414-286-5000.

THE NATURE OF POLICE WORK

Academy Training. After candidates have been hired as Police Officers, they will attend a 23-week law enforcement training program at the City of Milwaukee Safety Academy. During this time, recruits will attend classes for eight hours a day, everyday, except weekends and holidays. Some training components and expectations for police recruit performance are presented in the following paragraphs.

In academics, recruits will be trained in:

- *Police community relations*, covering such topics as the role of police in the community, public relations, and racial and ethnic differences.
- *Legal subjects*, including civil rights, arrest, search and seizure, rules of evidence, probable cause, state statutes and city ordinances.
- *Juvenile matters*, covering juvenile delinquency and the children's code.
- *Traffic matters*, involving the motor vehicle code, principles of emergency vehicle operation, traffic accident investigation, and operating a motor vehicle while intoxicated cases.
- *Psychology and sociology*, involving human relations, effective communications and how to recognize and handle people displaying abnormal behavior.
- *Patrol procedures*, including field note taking, report writing, liquor laws, crowd control, vandalism, police communication devices, and patrol techniques and procedures.
- *Evidentiary procedures*, covering crime scene sketching, fingerprinting, photography, and collection and presentation of evidence.

There will be a regular program of testing to gauge your competency in relevant training subjects.

At the completion of academic training, recruits will be assigned to a district police station for field training, usually under the guidance of a field training officer.

In the area of physical training, recruits will be instructed in:

- *Self defense techniques*, including mechanics of arrest and suspect control.
- *Firearms*, including care and proper use of all law enforcement firearms.
- *Physical fitness*. All recruits will participate in a physical conditioning program in preparation for street duty. At the onset of training, recruits must be able to run a half mile in four minutes. Thereafter, recruits will run on a regular basis throughout the training program to increase endurance. At the conclusion of training, each recruit will be expected to run one and a half miles in twelve minutes. Trainees will also participate in a weight training program to build strength. Each recruit will pursue an individual weight training program.

Salary, Fringe Benefits, and Working Conditions. The MPD total compensation package will be competitive with the salaries and benefits received by law enforcement employees in major cities throughout the nation. Police officers' exact salaries will be determined by their departmental rank and length of service. See the examination announcement bulletin for the current police officer salary.

In addition to their salary, police officers receive the following fringe benefits.

- *Vacation*. Police officers receive 10 vacation days after 1 year of service, 15 after 7 years, 20 after 15 years, and 25 after 20 years of service.
- *Education*. Police officers who choose to continue their education may be eligible for tuition reimbursement and may also receive annual incentive pay for completion of approved course work.
- *Sick Leave*. Police officers earn sick leave at a rate of one and one-quarter days for each month of service. Officers will begin earning sick leave immediately after hire, but must be employed for at least six months before it may be used.
- *Insurance*. Police officers receive a group life insurance policy; the benefit amount is based upon annual salary. They are also protected by a comprehensive health and dental insurance program. The cost of insurance may be fully paid by the city, or shared between the officer and the city, dependent upon the program the officer chooses.
- *Holidays*. Police officers receive 12 days off annually in lieu of regular holidays.
- *Pension*. Police officers are covered by a city funded pension plan with only a nominal contribution by employees. Law enforcement personnel do not participate in the social security system.
- *Uniform Allowance*. Law enforcement employees receive an annual uniform maintenance allowance.

With respect to working conditions, Police Officers work a 40-hour week, with off days according to schedule. This means officers' off days may not necessarily fall on weekends or regularly scheduled holidays. After recruit training, police officers are typically assigned to the late (12:00 midnight to 8:00 A.M.) or early (4:00 P.M. to 12:00 midnight) shifts; day-shift assignments are only awarded to employees with sufficient seniority. The department is a quasi-military organization. Consequently, officers must follow all department rules and regulations, including those dealing with personal grooming and clothing standards. All Police Officers must reside in the City of Milwaukee. Finally, recruits are on probation for a period of 16 months after hire; their job performance will be periodically evaluated according to established standards.

THE SELECTION PROCESS

Examination Phases. The examination will be administered in two phases. The first phase will consist of three written components — a written ability test, a personality inventory, and a life experience survey — that will be administered on the same day. The top performing candidates on these three test components will be scheduled to continue on in the examination process. The second phase of testing will include a full oral board and physical ability test.

The first phase of testing will require candidates to be at the test site for approximately five to six hours, including four hours to take the three written components and one to two hours for check-in, instructions and other administrative activity. Further information regarding the schedule for the second phase of testing will be provided at a later date.

Placement on Eligible Lists and Final Score. Candidates must pass both test phases in order to be placed upon an eligible list determined by the weighted combination of the test components. Qualified military service veterans receive preference points added to their final passing score in accordance with Wisconsin State Statutes and Commission Rules. Education preference points may also be received by candidates who have Associate or Bachelor's Degrees in Police Science, Law Enforcement, Criminal Justice or Sociology/Psychology with course work emphasis in Criminal Justice/Law Enforcement. Preference points may also be added to the final passing scores of candidates who are bonafide City of Milwaukee residents at the time of application. Proof of military service (Form DD214), education and residency must be provided by a date determined by the Commission. Successful candidates will be provided with more information regarding preference points at a later date.

After each examination phase has been administered, all candidates will be notified by mail as to whether or not they have qualified to continue on in the selection process. After passing the two examination phases, or failing a phase, candidates will receive information concerning all scores they have earned. Commission staff members are not permitted to reveal individual test scores until an eligible list is established, or until an individual fails an examination phase. Only those candidates who complete both examination phases will receive a final score for this examination.

Background Investigation. After the eligible list is established and a candidate's position on the eligible list is reached, a conditional offer of employment will be made to a candidate. The candidate will then participate in the background investigation. According to Wisconsin Law Enforcement Standards Board regulations, all law enforcement applicants must be thoroughly investigated concerning their suitability for police service duty. The background investigation is conducted by the police department's Background Investigation Unit and will explore, but is not limited to, the following areas:

- *Employment History.* A Police Officer must display good work habits, including proper attitude and attendance. Therefore, previous employment records will be thoroughly reviewed. Some examples of positive behavior are: positive recommendations from previous employers, a record of good attendance and punctuality, and the ability to get along with supervisors, co-workers, and the public. Examples of negative behavior are: termination, for cause, from a job, a record of absenteeism and/or tardiness in the workplace, and inability to get along with people at work.

- *Motor Vehicle Driving Record.* In addition to enforcing traffic laws, Police Officers operate departmental motor vehicles. For these reasons, a candidate's traffic record will be carefully reviewed. Examples of positive behavior are: possession of a valid driver's license and no traffic violations and no history of license revocation or suspension. Examples of negative behavior are: moving violations (speeding, reckless driving, etc.), license revocation or suspension, and failing to properly register a motor vehicle.

- *Arrest and Conviction Record.* Convicted felons are ineligible for law enforcement careers, as are individuals with misdemeanor convictions for crimes of domestic violence. An arrest and/or conviction record for other misdemeanors is not an automatic bar to employment. Each application will be individually considered on its own merits in light of job requirements. An example of positive behavior is: no arrest or conviction record. Examples of negative behavior are: conviction for a crime of honesty (theft, etc.) or a crime of violence (battery).

- *Credit History.* This will be reviewed because it is an indication of a candidate's maturity, responsibility, honesty, and trustworthiness. An example of positive behavior is: paying debts on time. Examples of negative behavior are; failing to pay debts on time, failing to pay court ordered payments.

- *Military Record, if Applicable.* This will be reviewed because the department is a paramilitary organization and an individual's performance in the military may reflect how they will perform in the Police Department. An example of positive behavior is: evidence of good conduct and performance while in the military. Examples of negative behavior are: failure to adapt to military system and reduction in rank due to misconduct.

- *Use of Controlled Substances or Alcohol Abuse.* The use of illegal controlled substances is inconsistent with police service duty and state and city laws. Use of illegal controlled substances may disqualify a candidate.

Medical\Psychological Examinations. After a conditional offer of employment is made to an individual, the candidate will also be scheduled for a medical and psychological examination. Those who participate will be notified of the date, time, and location of each of these examinations. The purpose of these examinations is to determine your medical and psychological fitness to perform all of the tasks required for successful police service.

A number of laboratory tests, including a blood test, TB skin test, vision test, audio metric test, and urinalysis, are mandatory components of the medical examination. A drug screen test will also be conducted.

PREPARATION OVERVIEW

This Candidate Preparation Guide has been distributed to help you prepare for the City of Milwaukee Police Officer's Examination process. We are providing this information in recognition of the fact that a considerable amount of the anxiety associated with participation in examinations is related to the novelty of the procedures that candidates encounter. This Guide covers the Written Ability Test, Work Styles Questionnaire, Life Experience Survey, and Oral Board Test.

The Written Ability Test will consist of approximately 75 multiple-choice questions designed to test a series of abilities, such as memory, visualization and reasoning, determined to be important to the effective performance of the City of Milwaukee Police Officer's job. The Work Styles Questionnaire is designed to assess a candidate's motivational, value-related and attitudinal characteristics. Candidates will be presented with a series of short statements and asked to indicate whether or not they agree with each statement. The Life Experience Survey consists of a series of multiple-choice questions related to candidates' past history and experience.

The Oral Board Test is designed to assess candidates' verbal abilities. Candidates will be presented with several situations and asked to respond to a series of questions related to each of those situations. In addition to verbal abilities, the Oral Board also is designed to assess a number of other abilities such as reasoning that have been determined to be important to the job of a Milwaukee Police Officer.

The examination will be administered in two phases. The first phase will include all of the written components (Written Ability Test, Work Styles Questionnaire and Life Experience Survey). All three written components will be administered on the same day. The top performing candidates on the first phase will be invited to participate in the second phase which will consist of the Oral Board Test and Physical Ability Test. Only those candidates who complete both phases will receive a final score for the examination.

From the information presented in this guide, you should be able to get a good feel for the testing situations, the types of questions you will encounter on each test, and a systematic method of study and preparation which you should use in preparing for each test.

You are encouraged to review this Guide as many times as necessary to become comfortable with the information and test-taking strategies presented.

Please note that the order in which the test components are addressed in this Guide may NOT reflect the order in which they will be administered during the examination.

PART I: WORK STYLES QUESTIONNAIRE AND LIFE EXPERIENCE SURVEY

The first part of this Guide deals with the Work Styles Questionnaire and the Life Experience Survey. It is divided into three major sections as follows:

- Section I:** **General Information:** This section provides you with general information regarding the procedures to be followed when completing the Work Styles Questionnaire and Life Experience Survey. Preparation for these two components is very minimal.
- Section II:** **Work Styles Questionnaire:** The second part of this Guide provides information regarding the Work Styles Questionnaire. You will read each statement and decide if you agree or disagree with the statement.
- Section III:** **Life Experience Survey:** This section describes the Life Experience Survey. A general description is provided along with sample questions.

PART II: WRITTEN ABILITY TEST

The second part of this Guide deals with the Written Ability Test. It is divided into two sections as follows:

- Section I:** **General Test Information:** This section provides you with information that is useful when taking a multiple-choice test of cognitive ability. This section provides suggested test-taking strategies (such as underlining important words in questions), a strategy for analyzing and avoiding errors, and instructions regarding the answer sheet to be used during the actual Written Ability Test.
- Section II:** **Ability Areas:** This section focuses on the series of ability areas that are likely to be assessed with this test. For each ability area, this section provides a definition, test-taking strategies, sample questions, and explanations of the answers to the sample questions.

PART III: ORAL BOARD TEST

The Oral Board Test will be administered during the second and last phase of testing to the highest scoring candidates from Phase I. This component of the Guide includes:

- Section I:** **General Description:** This section provides an overview of the Oral Board Test including an explanation of the ability areas that are likely to be assessed as well as sample questions.
- Section II:** **Preparation Strategies:** This section provides tips and strategies for preparing for the Oral Board Test. The strategies are based on the procedures that will be used to evaluate candidates' performance in the Oral Board Test.

Again, the other Phase II test -- the Physical Ability Test -- is covered in detail in the Physical Ability Test Preparation Guide.

PART I: WORK STYLES QUESTIONNAIRE AND LIFE EXPERIENCE SURVEY

SECTION I: GENERAL INFORMATION

When completing the Work Styles Questionnaire and Life Experience Survey, follow these general guidelines:

Make sure you understand the test format and requirements.

1. Read, and/or listen to, all of the directions carefully. If you have any questions about testing procedures, ask an administrator for assistance before the test begins.
2. Make sure you are aware of the amount of time you have to complete each of these two components of the examination. You will likely be given approximately 45 minutes to complete each component. The exact schedule will be provided at the test site and periodic time indications will be given.
3. Answer every question. Do not leave any questions blank. If you are unsure of how to respond, choose the alternative that most accurately describes your past experiences, behavior or how you feel.

Make sure you understand the instructions for using the answer sheet.

All questions included in the Work Styles Questionnaire and Life Experience Survey will be multiple-choice. You will mark your responses to the Life Experience Survey in Section I of the answer sheet given to you during the examination. You will mark your responses to the Work Styles Questionnaire in Section II of the same answer sheet. Sample portions of an answer sheet are provided on the following pages (4 and 5). These samples can be used to record your responses to the sample questions provided for the Work Styles Questionnaire and Life Experience Survey on pages 4 and 5 of this guide. At the actual test administration, detailed instructions for completing your answer sheet will be provided to you before each examination component.

There are a few points we urge you to keep in mind when marking the answer sheet:

1. Be sure that the number of the question you are working on in the test booklet matches the number of the question you are marking on the answer sheet. That is, if you are on question 12 in the test booklet, be sure you are marking question 12 on the answer sheet.
2. Be sure to place all of your answers on the answer sheet. Do not make any other stray marks or notes on the answer sheet.
3. If you want to change an answer that you recorded on the answer sheet, erase it completely and clearly fill in the circle corresponding to your new choice.
4. Select and record only one answer for each question.

Practice these procedures by using the Sample Answer Sheets presented on the following pages to record your responses to the Work Styles Questionnaire and Life Experience Survey sample questions.

SECTION II: WORK STYLES QUESTIONNAIRE

The Work Styles Questionnaire will be administered during the same session as the Written Ability Test and the Life Experience Survey. This questionnaire is an important part of the examination process. Successful performance by police officers requires certain motivational, value-related, and attitudinal characteristics. This questionnaire will be used to identify these important characteristics.

The Work Styles Questionnaire contains a series of short statements. You will read each statement and then decide how you feel about it. Specifically, you will be asked to indicate the extent to which you agree or disagree with the statement (see examples below). You will be instructed to work quickly through the questionnaire, to provide honest responses and to avoid spending too much time thinking about how to respond to any single statement. You will have approximately 45 minutes to complete this questionnaire.

No preparation is necessary (or expected) for this part of the exam. An example has been presented below so that you will know what to expect.

In this questionnaire you will be instructed to:

- C Rate yourself on a scale from 1 to 5 (see scale below) on a number of phrases or statements.
- C Choose the middle answer (Unsure) ONLY when you are truly not sure how to rate yourself.
- C Completely fill in the circle corresponding to your rating (1, 2, 3, 4, or 5) for the corresponding item number on your answer sheet.

Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
Î	Ï	Ð	Ñ	Ò

The following examples are presented only for illustrative purposes and do not actually appear on the questionnaire. These examples are similar to the kinds of questions on the Work Styles Questionnaire.

Your answer sheet will look similar to this:

1. I set goals and strive to achieve them.

1. Î Ï Ð Ñ Ò

2. I prefer to work alone.

2. Î Ï Ð Ñ Ò

3. I take time to think about why people do things.

3. Î Ï Ð Ñ Ò

4. I find myself taking control in group situations.

4. Î Ï Ð Ñ Ò

5. I find that it is not necessary to have all of the facts before making a decision.

5. Î Ï Ð Ñ Ò

6. Insults don't bother me.

6. Î Ï Ð Ñ Ò

SECTION III: LIFE EXPERIENCE SURVEY

The Life Experience Survey will be administered during the same session as the Written Ability Test and the Work Styles Questionnaire. The Life Experience Survey is designed to assess characteristics related to each candidate's past history and experience. For each question, candidates will be asked to identify which of several response alternatives best describes their past experience (see examples below). You will have approximately 45 minutes to complete this survey.

As with the Work Styles Questionnaire, no preparation is necessary (or expected) for this part of the exam. An example has been presented below so that you will know what to expect.

In this survey, you will be presented with 96 questions. These questions pertain to you and your personal experiences, and will cover many different topics. Each question will be followed by 5 alternatives. Please select the response (A through E) that best describes you, and record it on the answer sheet provided.

The following examples are presented only for illustrative purposes and do not actually appear on the survey. These examples are similar to the kinds of questions on the Life Experience Survey.

1. Your previous supervisor would describe you as someone who usually does:
A. more than your fair share of the work that must be done.
B. more work than most of your coworkers.
C. about as much work as most of your coworkers.
D. almost as much work as most of your coworkers.
E. less work than most of your coworkers.
2. Within the past year, how many times have you taken a day off because you did not feel like going to work?
A. never.
B. once.
C. twice.
D. three times.
E. more than three times.
3. Since completing your high school education, how many days a month do you spend engaged in some form of community-based activity (e.g., community service, athletics, clubs, drama, etc.) outside of work or school?
A. 0 days.
B. 1 - 2 days.
C. 3 - 5 days.
D. 6 - 8 days.
E. 9 or more days.

Your answer sheet will look similar to this:

1. (A) (B) (C) (D) (E)

2. (A) (B) (C) (D) (E)

3. (A) (B) (C) (D) (E)

PART II: WRITTEN ABILITY TEST

SECTION I: GENERAL TEST INFORMATION

A: OBJECTIVES

To Familiarize You with the Ability Areas Covered on the Written Ability Test

The ability areas will include Memorization, Visualization, Spatial Orientation, Written Expression, Written Comprehension, Problem Sensitivity, Deductive Reasoning, Inductive Reasoning and Information Ordering. This Guide will provide you with definitions of these ability areas and examples of how they apply to the job of an entry-level police officer.

To Provide You with Test-Taking Strategies for Each of the Ability Areas

This part of the Guide contains strategies to help you answer questions that test each of the ability areas.

To Provide You with Some General Test-Taking Strategies

This Guide suggests general strategies for taking multiple-choice tests, including circling key words in questions and answering easier questions first.

To Familiarize You with the Procedures and Materials You Will Encounter During the Actual Test

This part of the Guide includes information about the procedures to be followed during the actual Written Ability Test. The sample questions provided in the Ability Areas section will give you a good idea of the kinds of questions to expect. Answering the sample questions will allow you to assess your own ability and identify those ability areas where you should focus your preparation efforts. In addition, answering these sample questions should serve to reduce anxiety or fear of the test situation since much of the fear associated with test-taking situations is related to the novelty of the situation. In other words, applicants simply are not used to taking tests and are not quite sure of what they'll be facing. Giving you this first-hand experience with the test-taking situation should help minimize these fears.

To Provide You with Information About Common Test-Taking Errors and Strategies for Avoiding Them

This part of the Guide explains errors typically made in multiple-choice tests and includes steps for analyzing your own errors and strategies for avoiding the same errors in the future.

This Guide contains a great deal of information. The last thing we want to do is to overwhelm you with too many strategies to think about for each question on the actual Written Ability Test. In order to avoid this, there are a couple of things you should keep in mind:

1. The more familiar you become with the strategies suggested in this Guide, the more automatic they will become. **REPETITION** and **PRACTICE** are the keys. The more often you review this Guide, the better prepared you will be.
2. Many of the strategies suggested for each of the ability areas apply only to questions testing those areas. For example, you'll see that the suggestions for dealing with memory questions apply only to those types of questions. By becoming very familiar with these strategies, you will be able to quickly and easily decide which strategies to apply to each type of question.
3. Some of the general test-taking techniques that are relevant to all questions are particularly useful when you cannot answer a question easily. If you are 100% sure of an answer, you should simply fill in the correct answer. However, there are some strategies, such as underlining or circling key words and phrases, that do not take much time and are useful for questions testing almost all ability areas.

B: GENERAL MULTIPLE CHOICE TEST-TAKING STRATEGIES

To do your best on the examination process, here are some general Written Ability test-taking strategies you should remember:

Make sure you understand the test format and requirements.

1. Read, and/or listen to, all of the directions carefully.
2. Make sure you know how to correctly mark the answer sheet (see page 13). Specific instructions will be provided at the test site.
3. Make sure you know how much time you have to complete each component of the examination process. For the Written Ability Test, you will have approximately two hours and 30 minutes to complete the approximately 75-question test. The exact schedule will be provided at the test site and periodic time indications will be given.
4. Test Monitors will be available to help every candidate with testing procedures; however, test monitors will not explain the meaning of any question, define words, or give, in any manner, information which may be of help in answering a question. If you have any questions about testing procedures, ask for assistance before the test begins.

Make sure you understand the question.

1. Read each question carefully. Try to answer the question before you look at the choices. If you know the answer, compare it to the available choices and pick the closest alternative.
2. You will be allowed to write in your test booklet, so you should mark the test questions in a way that make them more easy to read. Specifically:
 - a. Use slash marks to break down sentences into small segments. This will make you more attentive to separate ideas in a long sentence. Note the following example which illustrates the use of slash marks.

Example:

Before The exact schedule will be provided at the test site and periodic time indications will be given.

Use slash marks to break up complex sentences. Note the statement just made.

After The exact schedule \ will be provided at the test site \ and periodic time indications will be given.

See how using the slash marks makes it easier to understand what the sentence is about by focusing your attention on the separate ideas presented.

- b. Circle or underline key words that tell what a sentence or passage is about. If you skip the question and come back to it later, your markings can make it easier to remember what the question was about, without reading the full question or passage again. Note the following example which illustrates the use of underlining key words.

Example:

Before The exact schedule will be provided at the test site and periodic time indications will be given.

Circle or underline key words. Note the statement just made.

After The exact schedule will be provided at the test site and periodic time indications will be given.

See how this helps you focus on the important parts of the sentence. This is particularly helpful when you are looking back and forth between two pieces of information (such as a test question and the answers to the question).

c. Find and underline words which "harden" or "soften" statements.

- 1) Words such as all, never, none and every harden a sentence by indicating that there are no exceptions. As a rule, alternatives with these words have less chance of being correct.
- 2) Words such as sometimes, may, generally and possibly soften a statement and leave more room for the alternative to be correct.
- 3) AND means that one element of the alternative must be present or true, in addition to another element for the alternative to be correct.
- 4) OR means there is a choice of situations. Only one of the elements of the alternative must be present or true for it to be a correct alternative.

Proceed through the questions strategically.

1. Answer questions that you perceive as easier first.

When you go through each question on the Written Ability Test, answer the questions you feel are easier first and leave the ones you feel are more difficult until after you've answered all of the questions you feel are easier. This will prevent you from spending too much time on any one question and ensure that you have the time to respond to, and receive credit for, every question that you can answer correctly. If you are unsure of an answer, there are two strategies you can use. You can leave the question blank, making sure to mark the question in the test booklet as one you should return to, and skip the question on the answer sheet. Or, you can record the first answer that comes to mind, but mark this question in the test booklet to return to it later. Don't be afraid to change this answer if, when you return to it, you realize you have misunderstood the question. If, after returning to and thinking about the question in more depth, you are still unsure of the answer, select your first answer.

2. Tackle difficult questions methodically.

Don't get bogged down if there is a word or sentence you do not understand. You may get the main idea without knowing a specific word or understanding a specific sentence.

3. Use the process of elimination.

If you don't know the answer to a question, first eliminate those choices which are clearly wrong. Then, in your test booklet, put a mark next to each remaining choice to indicate what you think about it (e.g., bad, good, or possible). This will save you time by reducing the number of answers you have to re-read and re-evaluate before making your final choice.

4. Take a mental break when needed.

If you feel that your ability to concentrate is decreasing at any point during the Written Ability Test, take a brief mental break. Put down your pencil and take a minute to clear your mind and relax. Of course, you must keep in mind the time limit for the test, but a brief mental break may well be worth the time it takes.

5. Answer every question.

You will not lose any more credit for an incorrect response than you will for no response, so even if you are not at all sure of the correct answer to a question, record a response. If the testing period is about to end and you believe there will be a substantial number of questions (e.g., more than 5 or 10) that you will not be able to complete on the Written Ability Test, reserve some time (e.g., 60 seconds) toward the very end of the testing period to fill in a response to each of these questions. Although your responses may not be correct, the alternative is to leave these questions blank and be assured of getting them wrong.

Use extra time wisely.

If you finish the Written Ability Test before time is called, go back and review your responses. Make any changes that you feel are necessary. Also, make sure that you have placed your answers on the answer sheet correctly.

C: ERROR ANALYSIS

Strategies for Analyzing and Avoiding Errors

Each one of us has weak areas in our test-taking behavior. It is to your advantage to identify those weak areas before participating in the examination process. The sample questions contained in the Ability Areas section within this Guide are very similar to the questions that will appear on the actual Written Ability Test. After answering these questions and checking them against the answers and explanations, you should complete the Error Analysis Form contained later in this section of the Guide. After completing the Error Analysis Form, focus on the questions you answered incorrectly. This will allow you to identify any major weak areas in your test-taking behavior. **This is called Error Analysis.**

There are several possible reasons for choosing an incorrect response. Seven of these reasons are presented below, along with suggestions for avoiding such errors. Once you've identified the reason for choosing an incorrect response, it will be easier to correct it, in turn making it easier to answer that type of question correctly in the future.

Reasons for Choosing Incorrect Responses

1. **Answer sheet errors and guessing errors.**

Since there are a limited number of questions on each of the written components, errors related to the improper use of the answer sheet are costly. Check yourself as you mark each answer choice on the answer sheet to ensure you are marking the answer you have chosen. Also, make sure that the number you are responding to on the answer sheet correctly corresponds to the number of the question you are answering. As an additional check, after you complete each written component, go back over every question and double check your work.

You may also miss questions because you failed to provide an answer or were forced to quickly record an answer before time was called. If either of these things happened, consider why. Possible reasons and suggestions include:

- a) You may have missed a question because you skipped it and failed to return to it later. Be sure you use some kind of code to identify skipped questions in your test booklet and remember to return to them before the testing period is over.
- b) You may have lost track of the time and been unaware that the testing period was about to end before you could mark any remaining unanswered questions. Be sure to check your watch every so often so that you can keep track of how much time you have left. If necessary, be sure to save the last minute or so to mark any unanswered questions.
- c) You may have been forced to quickly choose an answer because you spent too much time working on difficult questions, rather than skipping them and saving them for later. Or, if you did skip difficult questions, you may have failed to code the various alternatives as (for example) bad, good, or possible within your test booklet. Thus, you did not reduce the number of alternatives you had to reconsider when you re-read the questions. Be sure that you use a code not only to identify skipped questions, but also to evaluate any alternatives that you do review in order to save some time re-reading and re-evaluating.

2. Misreading a question or answer by overlooking a key word or phrase.

The solution to this problem is underlining. Underlining makes those key words and phrases stand out when choosing an answer. Once you have underlined the key words and phrases in a question, check the details of the possible answers with the details you underlined, one-by-one. If every detail doesn't match, consider that answer suspect and try another, always keeping in mind you're looking for the best possible answer.

3. Not knowing the meaning of one or more key terms.

This is a vocabulary problem. When you come to an unfamiliar word, reread the sentence to determine its meaning without worrying about the meaning of the unfamiliar word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word should become more clear once you understand the phrases and ideas which surround it.

4. Having difficulty distinguishing between the important and unimportant parts of a question because it is complicated or difficult to understand.

These may be the types of questions you should skip until the end of the test or use the slash mark technique described earlier in the General Multiple Choice Test-Taking Strategies section -- divide and conquer! Use slash marks to break the question into smaller parts, then concentrate on one part at a time. When you do go back to these difficult questions, first read the possible answers before reading the question. This tells you what to concentrate on while reading the question. Also, focus on the topic sentences which are usually the first and last sentences in a question. Read these difficult questions twice. The first time, read for the general idea. Do not get stuck on individual words or phrases you do not understand. The second time, read for a more detailed understanding. The first reading will give you the general meaning, so that the second reading will be easier. Finally, picture in your mind what the question is asking.

5. Not being familiar with comparing combinations of information.

This is a problem of re-arranging information in the correct way, making it easier to understand. Underline important pieces of information in the question and then compare this information with the possible answers point-by-point. Also, concentrate on eliminating the wrong answers first.

6. Choosing an answer simply because it "looks" good.

Several factors may cause you to select incorrect answers that “look” good:

- a) An incorrect answer may contain an exact phrase from the original question.
- b) An incorrect answer may contain a phrase or sentence from the original question, but be presented in a different way. For example, an idea which is rejected in the question may be presented in the answer as an idea that was supported.
- c) An incorrect answer may overstate what the question has stated. For example, if the question says, "Some incidents...", the incorrect answer may say, "All incidents..."

Strategies to avoid the tendency to select incorrect answers that “look” good include:

- a) Have an answer in mind before you look over the alternatives. This will make you less likely to choose an answer that just “looks” good.
- b) Use the method of marking each answer to indicate what you think about it (e.g., bad, good, or possible) before choosing one.
- c) Beware of choosing answers based on common sense or previous knowledge and experience. Answer only on the basis of the material presented in the test question itself.
- d) Stick strictly to the facts or rules described in the test question itself. Don't select answers that stretch or exaggerate these facts or rules. Pay particular attention to words such as "only," "never," "always," "whenever," "all," etc.
- e) Beware of answers containing exact words or phrases from the question material. Don't simply assume that such answers are correct.
- f) Prepare a defense for your answer. Find something in the test question which will allow you to give a strong defense for your answer.

7. You may not know why you answered a question incorrectly.

Finally, if you are unsure as to why you answered a question incorrectly and don't know why the keyed answer is correct, it would be a good idea to review this Guide again. In addition, talk with someone else who may be taking the test to compare answers and information or ask a tutor, friend or family member for help.

Remember, as you review your answers to the sample questions contained in the Ability Areas section, use the Error Analysis Form to evaluate/diagnose your test-taking behavior.

Instructions for Using the Error Analysis Form

Use the form below to analyze sample questions you answered incorrectly in the Ability Areas section of this Guide. As you work through the Ability Areas section, review each sample question as follows: If you answered the question correctly, place a check mark in the blank within the column labeled "CORRECT?" Examine the ability area listed for each incorrectly answered question to determine those abilities that are giving you the most difficulty. Then, for each incorrect answer, identify which of the seven reasons presented previously caused you to make the error and mark the appropriate blank in the set of columns labeled "REASONS FOR INCORRECT ANSWERS." Total the number of marks in each column to identify the kinds of errors you are making most often. Once you have identified the troublesome ability areas and errors, go back and review the test-taking strategies for the ability areas and the strategies for avoiding errors. Focus on those areas and errors that are causing you to choose incorrect answers most often.

Error Analysis Form: Sample Questions

SAMPLE QUESTION NO.	ABILITY AREA	CORRECT?	REASONS FOR INCORRECT ANSWERS						
			1	2	3	4	5	6	7
1	MEM								
2	MEM								
3	VISUAL								
4	VISUAL								
5	SPATIAL								
6	SPATIAL								
7	WRIT EXP								
8	WRIT EXP								
9	WRIT COMP								
10	WRIT COMP								
11	PROB SENS								
12	PROB SENS								
13	DED REAS								
14	DED REAS								
15	IND REAS								
16	IND REAS								
17	INF ORD								
18	INF ORD								
TOTAL QUESTIONS CORRECT									
TOTAL FOR EACH TYPE OF ERROR									

D. ANSWER SHEET PROCEDURES

Instructions for Using the Answer Sheet

This section describes the procedures for filling in the answer sheet for the Written Ability Test. All of the questions on the Written Ability Test will be multiple-choice. You will mark your answers in Section III of the answer sheet that will be given to you during the examination process. A sample portion of this answer sheet is contained on the bottom of this page. This sample can be used to record your answers to the questions contained in the Written Ability Test Ability Areas section of this Guide. General Instructions for marking the answer sheet during the examination process are provided below.

Practice this procedure by using the Sample Answer Sheet to record your answers to the Ability Areas sample questions.

There are a few points we urge you to keep in mind when marking the answer sheet:

1. Be sure that the number of the question you are working on in the test booklet matches the number of the question you are marking on the answer sheet. That is, if you are on question 12 in the test booklet, be sure you are marking question 12 on the answer sheet.
2. Be sure to place all of your answers on the answer sheet. Do not make any other stray marks or notes on the answer sheet. Instead, use your test booklet for scratch work or to mark questions to return to later. Although you may write in your test booklet, **your score will be based only on the answers that appear on your answer sheet.**

Sample Test Answer Sheet

Use this sample portion of the answer sheet provided below to record your answers to the 18 questions contained in the Written Ability Test Ability Areas section of this Guide. Since you will not need to use question number 20, we have filled in that question to show you how this answer sheet should be used. You will notice that alternative "B" was filled in as the correct answer. Also, note that the entire circle has been filled in and that no stray marks extend outside the circle. This is the correct way to record each answer.

- | | |
|-------------|-------------|
| 1. A B C D | 11. A B C D |
| 2. A B C D | 12. A B C D |
| 3. A B C D | 13. A B C D |
| 4. A B C D | 14. A B C D |
| 5. A B C D | 15. A B C D |
| 6. A B C D | 16. A B C D |
| 7. A B C D | 17. A B C D |
| 8. A B C D | 18. A B C D |
| 9. A B C D | 19. A B C D |
| 10. A B C D | 20. A ● C D |

EXAMPLES	IMPORTANT DIRECTIONS FOR MARKING ANSWERS
WRONG	
1 ① ✗ ③ ④ ⑤	• Use #2 pencil only.
WRONG	• Do NOT use ink or ballpoint pens.
2 ① ② ④ ⑤	• Make heavy black marks that fill the circle completely.
WRONG	• Erase cleanly any answer you wish to change.
3 ① ② ③ ⑤	• Make no stray marks on the answer sheet.
RIGHT	
4 ① ② ③ ● ⑤	

SECTION II: WRITTEN ABILITY TEST ABILITY AREAS

This section of the Guide represents an attempt to orient you to the nature of the questions you will encounter on the Written Ability Test, and to provide you with some useful strategies for responding to these types of questions. This portion of the Guide is organized around the ability areas that will be tested. For each ability area, the following information is provided:

Definition: In this section, the ability area is defined and you are provided with examples of how the ability applies to the job of an entry-level police officer.

Techniques: This section describes the various types of questions that will be used to assess your ability with respect to each of the ability areas. For each type of question, you will be given some strategies to assist you in responding to such questions. For some question types, an illustrative example and explanation is provided to give you a better understanding of the question descriptions and test-taking strategies.

Sample Test Questions: Two sample test questions are provided for each ability area to be tested. Answers to the sample questions have been provided after all ability types are presented. By answering the sample test questions you can actually assess your understanding of the information and test-taking strategies provided. Responding to the sample questions will also allow you to assess your current level of ability and to identify those ability areas upon which you should focus your preparation efforts. Use the Sample Test Answer Sheet provided on the previous page to record your answers to these sample questions. Also, use the Error Analysis Form to assess your test performance.

In summary, the information in this portion of the Guide is being presented to help you become familiar with the kinds of questions you will encounter on the Written Ability Test and to become comfortable with the kinds of strategies you should use when responding to these questions. This information should help to reduce some of the anxiety that typically is associated with test-taking situations.

A. ABILITY AREAS AND ASSOCIATED TEST-TAKING STRATEGIES

1. MEMORIZATION

Definition: This is the ability to memorize and retain new information which occurs as a routine part of a task or job. An example of this would be an officer who changes to a different patrol sector and is able to remember the new streets and business layouts. Another example would be remembering the movement patterns of individuals who live and work in the patrol sector. This would also include the memory of new names, faces, and vehicles which may appear in the patrol sector while the officer is patrolling. This ability would also include memorizing geographic locations, maps, and patrol patterns. This ability does not include the ability to memorize procedures or the memory of information which occurs out of the task situation, such as newspaper articles about events in other cities.

Techniques: The first set of questions on the Written Ability Test will be memorization questions relating to a large scene or picture you'll be asked to study. This picture will depict a situation of relevance to a police officer. You'll be given five minutes to study the picture. After this time, memory scenes will be collected and you won't be able to refer back to the picture; therefore, it's important that you inspect it carefully. This five minute "inspection" period will be followed by a five minute "hold" period to allow you to absorb the details of the picture. You won't be allowed to use your pencil to write on anything during the five minute "inspection" period, but you can substitute with your fingers. Use your finger to circle, underline, and emphasize important details. Circle the time on clocks, signs in windows, etc. Using your finger will highlight what your eyes see, which should help you remember what you see. During the "hold" period, you will be instructed to think about what you have seen in the picture but you will not be permitted to look at it. You won't be allowed to use your pencil to make any notes on anything during the "hold" period.

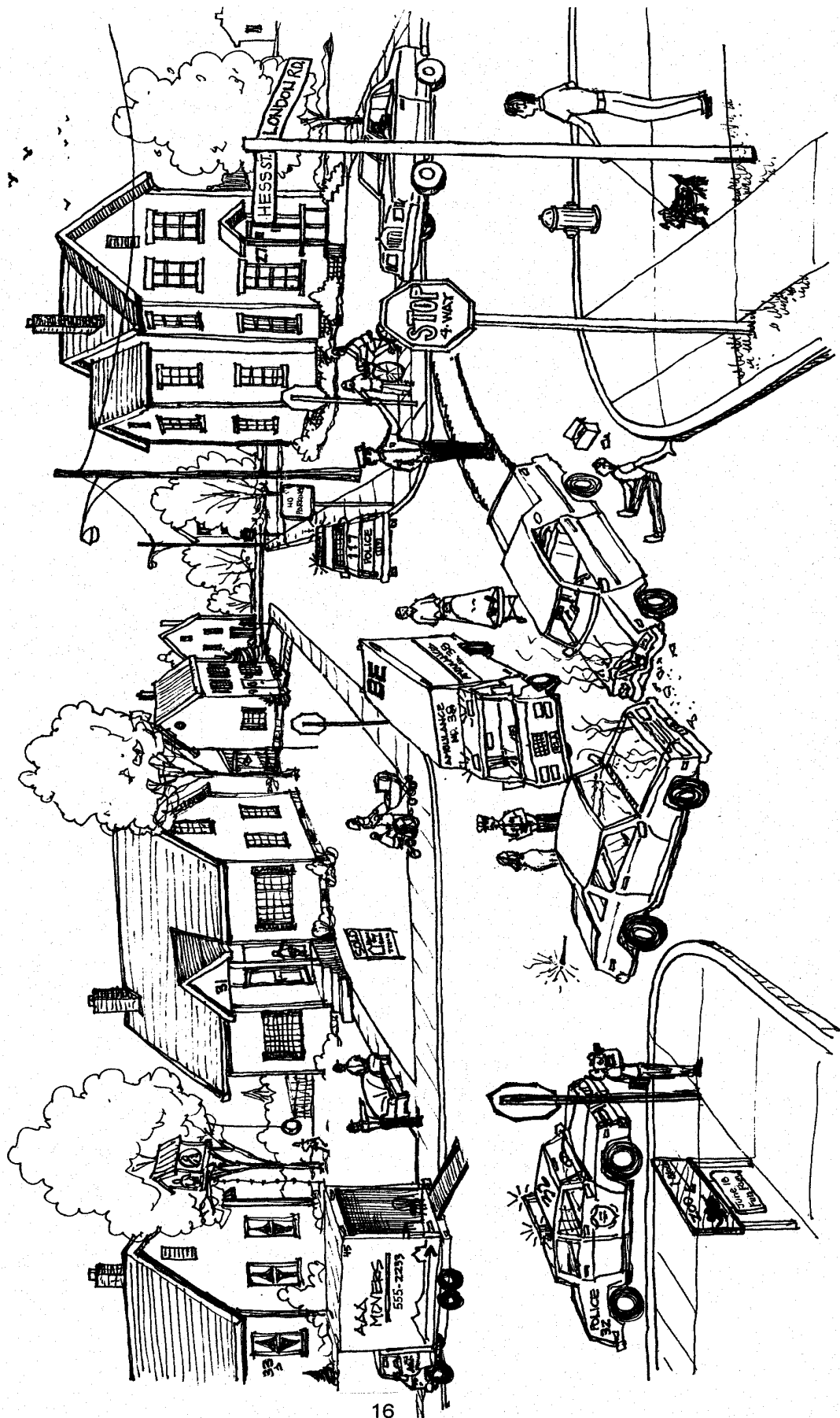
For example, if you refer to the memory scene found on page 16 you will notice that the facade of each of the three houses on Hess Street is numbered. From the left to the right side of the page, notice that the numbers found on the three houses are 33, 31 and 27. An address of a residence may be one of the important details which you are asked to recall. Because you will not be permitted to use your pencil to write on the memory scene, we suggest that you use your finger to circle important details found in the memory scene. If you refer to the house located on the left-hand corner of the page, you will notice that the house is numbered 33. Use your finger to circle the number 33. Next, you will notice that there is a tree house to the right of the house. Notice that there are two children playing in the tree house. The number of people in a specific area of the picture may be another important detail you may be asked to recall. Use your finger to circle the tree house with the two children playing inside. Using your finger to circle important details will highlight what your eyes see. These examples have only covered a small portion of the scene. We suggest that you use the rest of the memory scene to practice highlighting important details.

Since the memory scene contains many details, you should consider studying the scene in several sections. Specifically, imagine that two lines were drawn on the picture, one up and down and one across, to divide the picture into quarters. Then study a quarter of the picture at a time and compare the contents of each quarter. REPEAT questions to yourself constantly. You're exercising your memory this way. Also, test your memory continuously. Keep checking that you remember the parts of the picture you already covered. Test yourself by asking over and over the 4 W's: Who? What? When? Where? INSPECT key information in each section of the divided picture. Remember the important details; remember the little details. VISUALIZE things, events and people in your mind whether it's pictures or words. Finally, order or arrange EVENTS in your mind. Information which is in some order is easier to remember. Organize the span of events in your mind. These are all techniques you can practice at home.

To summarize, remember the following code word: **DRIVE**

- D** Draw lines
- R** Repeat questions
- I** Inspect information
- V** Visualize things
- E** Event ordering makes information easier to remember

Use the memory picture on the next page to answer Sample Test Questions 1 and 2, but do not look at the sample questions until after studying the picture. As noted above, study the picture for five minutes. Then put the picture aside for five minutes. Finally, answer Sample Test Questions 1 and 2 on **PAGE 17.**



Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet. Consider the scene you just studied when answering sample questions 1 and 2. Be sure that you have studied the picture before looking at these questions. Do not look back at the picture when answering these questions.

1. The following number of motor vehicles are visible in the scene:

- A. 6.
- B. 7.
- C. 8.
- D. 9.

2. The number on one of the police cars in the scene was:

- A. 17.
- B. 32.
- C. 45.
- D. 101.

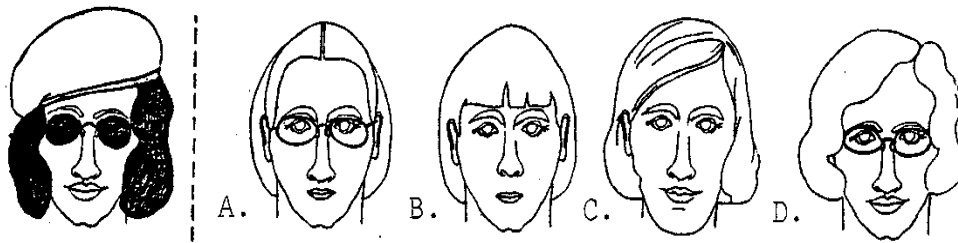
2. VISUALIZATION

Definition: This ability involves forming mental images of what objects look like after they have been changed or transformed in some way. As an example, if a pick-up truck with a cap on the back was observed leaving the scene of a crime, the person with this ability would be able to visualize what this truck would look like without the cap. In the same way, the person with this ability would be able to visualize what a suspect would look like with a hat, with sunglasses, with different clothing, or with different types of facial hair. Another example of this ability would be visualizing how to get to a particular location when it is approached from a direction different from the normal one. (See Example on the following page.)

Techniques: As shown in the example on the following page, some of the visualization questions will consist of a drawing or photo of a face followed by a line-up of four other faces. One of these other faces is the original face in disguise. You must see through the disguise and pick out the original face. When responding to these questions, follow these suggestions:

- A. Focus your attention on unchanging parts of the face. Ignore changing parts, such as hair or changes in facial expression. The parts of the face least likely to change are the nose and the eyes. Most other parts of the face can be changed by changes in hair.
- B. When possible, focus on parts of the face which are most influenced by the shape of the bones. The same face may be fat or thin, depending on gain or loss of weight. But bones do not change much. For example, pay attention to chin shape and cheek bones when they are visible.
- C. Make point-by-point comparisons between the original face and the disguised faces. Do not try to judge the face as a whole. Rule out false figures one-by-one on the basis of specific details.

Example: The sketch appearing to the left of the line represents the face of an alleged criminal, based on witnesses' descriptions at the crime scene. One of the four sketches to the right of the line represents the way the suspect looked after changing his/her appearance. Assume that NO surgery has been conducted on the suspect. Select the sketch that most likely represents the face of the suspect.



Explanation of Example Question: The correct answer is D. All critical features match the features of the suspect. In addition, all other alternatives have at least one critical difference.

A - is incorrect, because the lips are too small.

B - is incorrect, because the lips are too small AND the nose is too short (or high on the face).

C - is incorrect, because the chin is rounded.

Sample Test Questions 3 and 4 appear on the next page.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet.

3. The sketch appearing to the left of the line represents the face of an alleged criminal, based on witnesses' descriptions at the crime scene. One of the four sketches to the right of the line represents the way the suspect looked after changing his/her appearance. Assume that NO surgery has been conducted on the suspect. Select the sketch that most likely represents the face of the suspect.



A



B

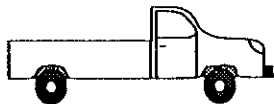
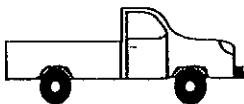


C

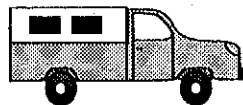


D

4. The sketch appearing to the left of the line represents the vehicle used in a recent crime, based on witnesses' descriptions at the crime scene. One of the four sketches to the right of the line represents the way the vehicle looked after its appearance was changed. Assume that NO body work has been conducted on the vehicle. Select the sketch that most likely represents the vehicle used in the crime.



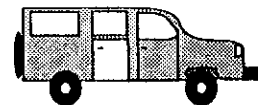
A



B



C



D

3. SPATIAL ORIENTATION

Definition: This is the ability to keep a clear idea of where you are in relation to the space in which you happen to be in. This ability helps an individual avoid getting lost in a particular space whether that space is a city, a building, a park, or a subway system. With this ability, an individual should be able to look at a map or a layout of an area and determine his or her position in that area. In the same way, the individual with this ability should be able to arrive at a particular place or location through use of a map or layout of an area. The question which this ability allows the person to answer is, "If the environment looks like this, what is my position?"

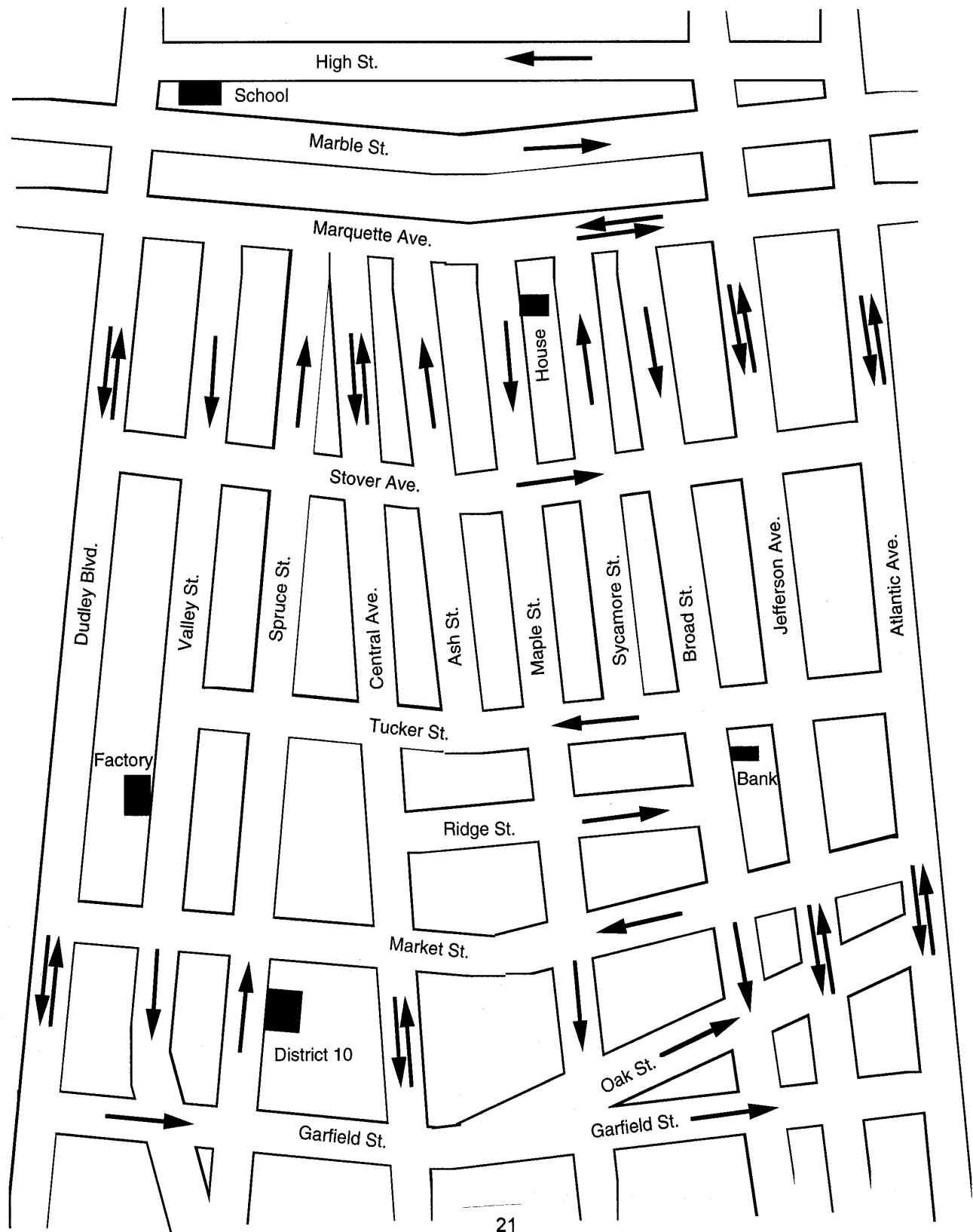
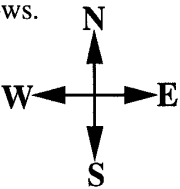
Technique: Spatial orientation questions will often utilize a full page map and ask you how to get from one point to another. Use your pencil on this type of question. Trace a route and erase it completely if you make an error. Turn the map in any way necessary (e.g., sideways, upside down) to make it easier for you to understand the directions. If there is more than one question using the same map, erase the line you made in answering the first question. If you don't erase, your lines may clutter the map and confuse you. Finally, when responding to these questions, you should take note of two things in particular--the compass identifying the directions, and the arrows indicating the flow of traffic.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet. Use the map on the next page to answer the two sample questions below. The flow of traffic is indicated by the arrows on the map. For all these items the definition of a block is as follows: Traveling from one intersection to the next intersection of streets represents one block, regardless of the size or shape of the block and regardless of whether the intersecting streets lead right only, left only or in both directions.

5. You are at District Station 10. You are preparing to go out on patrol when you are dispatched to a bomb threat at a school on High St. (between Dudley Blvd. and Jefferson Ave.). The most direct route to the school, from District 10, without breaking any traffic laws, is as follows:
 - A. Travel north on Spruce St., west on Marquette Ave., north on Dudley Blvd., and east on High St. to the school.
 - B. Travel north on Spruce St., east on Marquette Ave., north on Jefferson Ave., and west on High St. to the school.
 - C. Travel south on Spruce St., west on Garfield St., north on Dudley Blvd., and east on High St. to the school.
 - D. Travel south on Spruce St., west on Garfield St., north on Dudley Blvd., east on Marble St., north on Jefferson Ave., and west on High St. to the school.
6. You are on patrol at the intersection of Oak St. and Jefferson Ave. You turn north and travel 1 block, turn west and travel 4 blocks, turn north and travel 2 blocks, turn east and travel 5 blocks, and finally turn south and travel 1 block before stopping. When you stop, you are at the intersection of:
 - A. Jefferson Ave. and Tucker St.
 - B. Jefferson Ave. and Stover Ave.
 - C. Broad St. and Tucker St.
 - D. Ridge St. and Broad St.

Use the following map to answer the next 2 questions. The flow of traffic is indicated by the arrows.

- Single arrow represents one-way street
- Double arrow represents two-way street



4. WRITTEN EXPRESSION

Definition: This is the ability to use language in writing to communicate information or ideas to other people. These other people might include suspects, victims, witnesses, other police officers, supervisors, shop owners, or any individuals with whom the police officers might come in contact. This ability involves organizing information or ideas and expressing them in a clear and logical manner using vocabulary and knowledge of grammar and the way words are ordered. Examples might include documenting the details of an incident in a report or composing a letter to a member of the community.

Techniques: There are two types of written expression questions that you may encounter. The first type requires you to identify the most appropriate way to communicate a particular thought or idea to another individual. For these questions, it is important to ensure that the alternative chosen (a) accurately reflects the content of the original idea, and (b) expresses the original idea in the most clear and concise manner. Consider the examples below.

Example: When a police officer arrived at the scene of a disturbance in an abandoned warehouse, the officer noticed a van leaving the site. Since the investigation revealed that the warehouse had been vandalized, the officer felt that the van leaving the site should be included in the report. The most effective way for the police officer to report this fact is with the following statement:

- A. "When I arrived at the warehouse, I saw a van driving away from the site."
- B. "A van which should not have been there, was at the warehouse."
- C. "The vandals escaped in a van."
- D. "I don't know if it's important but when I got there, I saw a vehicle leaving the scene."

Explanation of Example Question: A is the correct answer, because it correctly reflects the facts given in the question.

Answers B and C are incorrect, because they provide details which have not been established (the van should not have been there AND the vandals escaped in the van). The police officer was only able to state that the vehicle was leaving the site upon the officer's arrival.

Answer D is not the best answer because it leaves out the important fact that the vehicle was a van.

The second type of written expression question requires that you order your thoughts, or statements, in a logical sequence so that others will understand you. Such questions will start with a list of statements to be made by an individual. For example, the statements may represent sentences contained within a report describing the sequence of events that occurred at an incident. These statements will not be presented in the correct order. The response alternatives will present you with several possible ways to order the statements, only one of which makes sense.

Example: Police Officer Wilkins is preparing a report after leaving the scene of an accident. The report will include the following five sentences. (These sentences are NOT listed in the correct order.)

1. The Dodge struck the right rear fender of Mrs. Smith's Ford, and continued on its way.
2. Mrs. Smith stated that she was making a left turn from 40th St. onto Third Avenue.
3. As the car passed, Mrs. Smith noticed the dangling rear license plate #412AEJ.
4. Mrs. Smith complained to police of back pains and was removed by ambulance to Bellevue Hospital.
5. An old green Dodge traveling up Third Avenue went through the red light at 40th St. and Third Avenue.

The most logical order for the above sentences to appear in the report is:

- A. 1, 3, 2, 5, 4.
- B. 2, 5, 1, 3, 4.
- C. 4, 5, 1, 2, 3.
- D. 5, 3, 1, 2, 4.

When working with a question like this, look at the content of each sentence separately and determine whether it can stand alone, or whether it must precede or follow another sentence. If it can't stand alone, look for the sentence that contains the information you need. However, don't forget to evaluate that sentence in the same way as the first. Ask the questions, what happened first and what happened next? Similarly, consider whether there are sentences that the sentence under consideration cannot precede or follow. This also will help to narrow down the choices.

While we suggest that you identify the pairs of sentences that must (or cannot) go together, we'd like to discourage you from attempting to determine the correct order of all of the sentences before checking the response alternatives provided. The reason for this is that there may be several logical ways in which to order the sentences. However, only one correct possibility will be included among the alternatives provided. Instead, we suggest that you work through each of the alternatives presented one-by-one, keeping in mind the sentences that must (or cannot) appear together. Alternatives that are not feasible should be eliminated until you find the one alternative that places the sentences in an appropriate order.

Explanation of Example Question: The correct answer is B. To identify the correct order, the sentences for the report need to be placed into the proper time sequence for the accident. Sentences 1,2,3 and 5 describe the events of the accident. The proper sequence for these four events is 2,5,1,3. (Mrs. Smith is attempting a left turn, a Dodge ran the red light, struck her vehicle and continued on its way, and as it passed she noticed its license plate number.) Answer B is the only alternative with this sequence.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet.

7. A police officer is talking to a local citizen's group on the role police play in problems of domestic violence, explaining that police officers are often contacted because a domestic conflict is disturbing neighbors. In addition, the officer has pointed out that many calls occur prior to a crime being committed. This is effective, because one of the officer's objectives is to stop crime before it starts. The most effective way for the officer to sum up the role of the police in domestic conflicts is as follows:
- A. "Because frequently no crime has been committed, the role of the police in domestic conflicts is fairly limited."
 - B. "In resolving domestic conflicts, the officer's function is to restore order and prevent possible crimes from occurring."
 - C. "The officer's main goal in responding to domestic crimes is to protect the innocent."
 - D. "Many people involved in domestic conflicts call the police in order to have an objective authority help settle disputes."
8. Police Officer Turner is writing a report regarding a criminal homicide investigated this morning. The report will include the following five sentences: (These sentences are NOT listed in the correct order.)
- 1. I noticed a display case for handguns was open, but there were no guns in it.
 - 2. We got a call reporting that the front door of a pawnshop was open, but the owner was not there.
 - 3. We interviewed tenants of the apartments in the upstairs sections of the same building.
 - 4. Upon arrival, we discovered the body of the shop owner, apparently dead from knife wounds to the chest.
 - 5. I called an ambulance to pick up the victim.

The most logical order for the above sentences to appear in the report is:

- A. 2, 1, 4, 5, 3.
- B. 2, 4, 5, 1, 3.
- C. 2, 5, 1, 3, 4.
- D. 4, 5, 2, 3, 1.

5. WRITTEN COMPREHENSION

Definition: This is the ability to understand written language. This ability involves the understanding of individual words as well as patterns of words (sentences and phrases), so it is more than simply vocabulary. It is also the ability to read a sentence or series of sentences and understand the meaning. This involves receiving information, not giving it. This ability might be used in reading narrative material, such as an arrest report, and/or following written instructions.

Techniques: To test written comprehension, you will be provided with a passage describing a police-related incident or set of operating procedures. These passages will be approximately $\frac{1}{2}$ to $\frac{3}{4}$ of a page in length and will be followed by two or more test questions. These questions will test your understanding of the information presented.

For some candidates, these questions may prove to be difficult, simply because of the initial amount of information you'll be given. Some of the techniques you can use on these questions have already been discussed as part of the general test-taking strategies.

- A. One of the most useful techniques involves reading the test questions and possible answers before reading the passage to help you identify and focus on the information that is being sought. You may find that you locate the answer to one of the questions related to a passage before you even finish reading the passage for the first time. If so, answer the question right away. As you go from one sentence or paragraph to the next in the initial passage, you may have to glance back at the questions to remind yourself of the specific details for which you are searching.
- B. Another extremely useful technique is to circle or underline key words, once you have read the questions related to a passage and know what to focus on. For example, if the questions related to the passage seek information about a particular person (e.g., Mr. Jones), then circle or underline Mr. Jones' name when you come to it in the passage, so that you don't waste time looking back through the passage later. Also, use your pencil to make the passage easier to understand by placing slash marks between key phrases.
- C. These tend to be time consuming questions which you may not have the opportunity to read more than once. A third technique is to read for understanding the first time and avoid getting bogged down by individual words that you do not understand. Sometimes you can tell the meaning of a word from the context within which it has been placed, or you may not need to understand the word at all to understand the passage. We caution you, however, do not try to read faster than you can read with comprehension.
- D. Try to form a picture in your mind as you read. School books used to teach reading contain many pictures, since pictures aid in comprehension.
- E. Ask yourself questions as you read. When you finish reading a paragraph or a long sentence, ask yourself what the passage was saying. What was the point of the paragraph or sentence?

It's important to note that most of the suggested strategies for written comprehension questions are directed toward helping candidates understand the relatively lengthy passages of information which tend to precede these questions. Thus, these strategies would be useful with any type of question that requires candidates to read and understand a considerable amount of information.

Sample Test Questions: Record your answers to the two questions below in the Sample Test Answer Sheet.

Use the information in the following passage to answer the next 2 questions.

Two patrol units were dispatched to a suburban home on the evening of June 12, at 9:47 p.m. The dispatcher stated that the owner of the home had reported a robbery which took place earlier that evening when he and his wife were out. The owner also stated that the suspects were still in the home when the victims arrived, but they fled the scene in a dark blue sedan.

Upon arrival at the home, Officers Baker and Reigner began to question Mr. Corneal, the owner of the home. In the meantime, Officers Lucas and Gentry conducted a preliminary investigation of the home to determine the activities of the suspects and the extent of damage. The questioning revealed that Mr. Corneal collected exotic guns and had accumulated an extensive collection. In addition, Mrs. Corneal had several sets of antique jewelry. When questioned as to who knew about the collections, Mr. Corneal stated that only friends of the family and members of the rifle club were aware of them. He was further questioned to determine whether any unusual events had occurred recently that might be related to this incident. Mr. Corneal stated that they had extensive remodeling done to the interior of the home during the past six weeks by several different companies. Officer Reigner asked if they had reason to suspect any of the workers. Mr. Corneal stated that several members of the crew had shown an interest in seeing and discussing his collection of guns, but that it would be very difficult to determine which individuals, if any, may have been involved. Officer Reigner requested the names of the companies and the services they performed.

After a few minutes, Officers Lucas and Gentry returned from their search of the home. They had determined that the robbers concentrated their efforts on the two collections, since the only other areas that were disturbed were ones which typically contain money (e.g., dresser top, dresser drawers). They concluded that the robbers must have been aware of the collections before entering the home.

9. According to the preceding passage, when the Corneals arrived home on the evening of June 12, they discovered that their home had been:
- A. ransacked, but nothing was stolen.
 - B. entered, and the television, stereo, and computer were stolen.
 - C. entered, and the robbers were still in the home.
 - D. robbed, and five antique guns and several pieces of exotic jewelry were the items that were taken.
10. According to the preceding passage, considering the robbery and subsequent investigation described above, the ONLY statement that accurately reflects the information gathered is:
- A. Officer Reigner requested the names of the companies doing the remodeling.
 - B. Mrs. Corneal seemed to be the one to answer all of the police officer's questions.
 - C. Officer Baker helped with the search of the home.
 - D. The robbers were reported to have fled the scene in a dark blue van.

6. PROBLEM SENSITIVITY

Definition: This is the ability to recognize or identify the existence of problems. It involves both the recognition of the problem as a whole and the elements of the problem. This ability does not include the ability to solve the problem, only the ability to identify or recognize the problem. Examples of this ability might be recognizing when to stop and question a group of individuals, when to treat an injured person and when to wait for medical assistance, when to call in information about roadway conditions, or when to report a malfunction in the patrol car. This ability would also involve recognizing that an explanation which someone provides in a particular situation is farfetched and probably not a truthful explanation.

Techniques: There are two types of Problem Sensitivity questions that you may encounter. The first type (see example on the next page) will often begin with the presentation of some rules, procedures or recommended practices followed by the description of an incident or situation in which these rules should be applied. Based on the applicable rules, you will be required to identify a problem (or the most serious of several problems) in the way the incident was handled. Because this first type of problem sensitivity question typically involves the presentation of a large amount of initial information, many of the suggested strategies for written comprehension questions (e.g., underlining key information) will assist you with these types of questions.

The second type of Problem Sensitivity question will consist of stories or descriptions by victims and witnesses. For these questions, a problem exists when a victim or witness gives information that is different from information supplied by other witnesses. Consider the example below.

Example: Police Officer Dunn interviews four witnesses to a murder that took place in a crowded bar and grill. Each of the witnesses observed the perpetrator of the shooting as he was leaving the bar. They described him as follows:

Witness 1: "He was a White male, about 25 to 30 years of age, with brown, shoulder-length hair. He was about 6'0" and weighed about 185 pounds. He wore blue jeans and a brown leather jacket. He had a small scar on his forehead."

Witness 2: "He was a male, White or Hispanic, late twenties, around 5'10", about 190 pounds, with long, brown hair. He was stocky and wore dark pants and a brownish jacket."

Witness 3: "He was a light skinned male, possibly White or Hispanic, in his mid-twenties, about 6' weighing about 180 pounds. He had a tattoo of a panther on his right forearm. He had moderately long hair and wore a brown shirt and dark pants."

Witness 4: "He was a White male, around 25 years old, about 5'11" and weighing about 185 pounds. His hair was brown and over his ears, fairly long. He wore darkish clothes, I'm not sure of the color of his jacket or pants."

Based on the above information, Officer Dunn should recognize that there is a problem with the description given by witness:

- A. 1.
- B. 2.
- C. 3.
- D. 4.

Explanation of Example Question: C is the correct answer. There is agreement that the perpetrator was a White or Hispanic male in his mid-to-late twenties with long, brown hair who was approximately 6' tall and 185 pounds. In addition, his pants and jacket were dark in color. There were only two discrepancies across the descriptions. Witness 1 reported that the perpetrator had a small scar on his forehead. Witness 3 reported a tattoo of a panther on the perpetrator's right forearm. Of the two, it is much harder to explain how a tattoo of a panther could be overlooked by three of four witnesses AND how one witness could see it when the other three witnesses all stated that the perpetrator had a jacket on during the incident. Thus, C is the best answer.

Example: The Divisions of Police and Fire have standard procedures for handling bomb threats and incidents that would include the following:

1. Trained police personnel direct operations at the scene; fire personnel stand by and typically assist in rescue operations.
2. While radios may be left on at the scene of an unexploded device to receive instructions from the Communications Office, no radio transmissions are to be made from the scene, because radio signals can detonate an explosive device.
3. The decision to evacuate a building is to be made by the management of the building, unless an explosive device has been found; in such an instance, the police or fire personnel in charge of the operation make the evacuation decision.
4. No public statements are to be made to the media by police or fire personnel.
5. If one device detonates, there is always the possibility of a second or third device, so police and fire personnel should stay clear of the area until it has been determined (usually by police bomb squad personnel) to be safe.

Given the above procedures, the most potentially dangerous mistake has been made in the following situation:

- A. Immediately after a second bomb exploded in a bank, Firefighter Thomas entered the bank to conduct rescue operations.
- B. While standing by at the scene of a bomb threat, Police Lieutenant Caffey provided information regarding the incident to a reporter.
- C. While standing by at the scene of a bomb threat, Fire Lieutenant Griffin received instructions from the Communications Office via his radio.
- D. After an unexploded device was discovered in an apartment building, Assistant Fire Chief Johnson ordered the apartment building manager to evacuate the building.

Explanation of Example Question: A is the correct answer. Answers A and B represent the only mistakes. With respect to answer A, Firefighter Thomas should wait to enter the bank until the bomb squad personnel determine that it is safe (according to procedure 5). With respect to answer B, no police personnel, including Lieutenant Caffey, should make a public statement to the media (according to procedure 4). Since the question asks for the "most potentially dangerous mistake," the best response is A, since entering the bank without proper safety clearance is a direct risk to one's own life and to the life of anyone who follows.

C is incorrect, because it is acceptable to receive instructions via the radio as long as no transmissions are made (according to procedure 2).

D is incorrect, because the actions of Assistant Fire Chief Johnson were appropriate (according to procedure 3).

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet.

11. Police officers should follow the guidelines presented below when dealing with individuals suspected of driving while under the influence of alcohol:
1. A SEPARATE citation shall be issued for any traffic offense that originally brought the offender to the attention of the officers (e.g., reckless operation of motor vehicle).
 2. If the driver refuses to submit to a blood alcohol test OR submits to such tests and scores above the limit, the arresting officer should order the driver to surrender his operator's license and issue a citation for driving under the influence.
 3. If the violator scores below the legal limit on the blood alcohol test, the operator's license SHALL NOT be confiscated. The results of field tests (e.g., walking heel to toe on a straight line) have no influence on this guideline.
 4. Even if the violator scores below the legal limit, the violator can still be charged with driving under the influence, if the officer can justify the charge through the use of field tests.

Officer Kelley notices a car swerving in and out of its lane. Officer Kelley stops the car and asks the driver to submit to a test for driving under the influence of alcohol. The driver submits to the test and scores below the legal limit. However, based on several field tests, Officer Kelley still charges the driver with driving under the influence. Officer Kelley writes a citation for reckless operation (i.e., swerving from lane to lane), a citation for driving under the influence, and a citation for failing the field tests. Officer Kelley then confiscates the driver's operator's license and takes the driver to the station for booking.

According to the guidelines presented above, Officer Kelley's actions were:

- A. appropriate, because they were consistent with the guidelines provided.
 - B. problematic, because the driver was forced to surrender his license.
 - C. problematic, because Officer Kelley did not have a witness to the field tests.
 - D. problematic, because Officer Kelley gave the driver a citation for driving under the influence even though the driver passed the blood alcohol test.
12. Officer Johnson received the following four statements from witnesses who were in The First National Bank during a robbery:

Witness 1 - "There were two of them. Both male, about 6'2" tall, with medium builds. One of them had dark hair and was wearing jeans, a leather jacket, and sunglasses. The other had short, blond hair and was wearing jeans and a red, light-weight jacket. Only the one with the sunglasses spoke, and he had a southern accent."

Witness 2 - "Both of the men were about the same size. Maybe 6', about 180 pounds. One of them was wearing a leather jacket and the other one was wearing a light-weight, red jacket. I couldn't see their faces because one had on a ski mask and the other had on dark sunglasses. The one with the sunglasses had dark hair."

Witness 3 - "Both men were both about 6'1" and 180 pounds. One had on a leather jacket, the other a red windbreaker. Both men were wearing jeans and tennis shoes. One had dark hair and sunglasses on. The other one was wearing some kind of stocking cap that was pulled down over his face."

Witness 4 - "Both men had on jeans, tennis shoes and jackets. One jacket was leather, the other a bright red. One of the men had dark hair, and I could not see the other one's face because of a ski mask. They both looked a little over 6' tall. Only the one with the dark hair spoke."

Based on the descriptions presented above, Officer Johnson should recognize that there is a problem with the account provided by witness:

- A. 1.
- B. 2.
- C. 3.
- D. 4.

7. DEDUCTIVE REASONING

Definition: This is the ability to apply general rules or regulations to specific cases or to proceed from stated principles to logical conclusions. An example might be identifying a particular situation as a civil or criminal case. Another example might be distinguishing between burglary and trespass, or between assault and harassment. Another example might be determining whether a homeless person should be referred to a charitable organization or a public welfare agency. This ability might also include determining which factors to take into account when drawing a weapon.

There are four types of deductive reasoning questions that you may encounter, questions based on verbal rules and procedures, questions based on quantitative rules, questions based on the assignment of a specific case to one of several given classifications AND law interpretation questions.

Techniques for Questions Based on Verbal or Quantitative Rules and Procedures: The first and second types of questions will start with the presentation of some general verbal or quantitative rules and procedures and require the candidate to apply the general rules to specific cases. The general quantitative rules and procedures will be presented in tabular fashion. Rules and procedures are intended to ensure that police officers make the correct decisions in a wide variety of situations. There are four factors to attend to when answering questions about rules and procedures:

1. **PAY ATTENTION TO THE DEFINITE ORDER IN WHICH STEPS ARE TAKEN:** Many rules and procedures require the police officer to go through a series of actions. There is often a correct order for these actions. Make sure the correct answer has that same sequence of steps.
2. **PAY ATTENTION TO WHEN A RULE OR PROCEDURE IS IN EFFECT:** Some rules apply only to certain types of situations or certain periods of time. Make sure the correct answer applies to the situation and time in question.
3. **PAY CLOSE ATTENTION TO EXCEPTIONS:** Pay particular attention to any exceptions given in the rule or procedure. Underline key words such as except, unless, if, and only.
4. **PAY ATTENTION TO COMPLETENESS:** If a procedure requires that a police officer do several things, make certain the correct answer allows that all those things can be done. However, if the question is just focusing on a few things, or on a series of many, make sure the correct answer doesn't eliminate the possibility of the events taking place.

Techniques for Questions Based on the Assignment of a Specific Case to One of Several Given

Classifications: The third type of question will start with the presentation of categories or classifications and require the candidate to assign a specific case to one of the given categories or classifications.

1. Determine how the classifications or categories differ.
2. Review the particular incident presented in the question with regard to these differences.
3. Identify the classification or category that matches the particular incident with regard to these differences.

Practice using this strategy with the example on the next page.

Example:

Use the information in the following passage to answer the next question.

Police officers classify accidents into the four classes described below:

- CLASS I: Any accident involving one vehicle but no injuries.
- CLASS II: Any accident involving two vehicles but no injuries or one vehicle and at least one injury.
- CLASS III: Any accident involving two or more vehicles and multiple injuries.
- CLASS IV: Any accident involving hazardous material spillage.

Consider the following situation:

A patrol unit was called to the scene of an accident. When the officers arrived, they found a nine-year-old girl with a pair of roller blades lying on the road. Skid marks were evident on the road surface. Witnesses stated that a small blue car swerved to avoid hitting the girl, but the car's back bumper hit the girl as it passed. The driver did not stop to see if the girl was hurt. According to the preceding passage, the accident could be categorized most accurately as Class:

- A. I.
- B. II.
- C. III.
- D. IV.

Explanation of Example Question: B is the correct answer. The accident involved one car and one injury.

Answer A is incorrect because Class I involves one vehicle and no injuries, but the situation presented involves one injury.

Answer C is incorrect because Class III involves two vehicles with multiple injuries but the situation presented involves only one vehicle and one injury.

Answer D is incorrect because Class IV involves a hazardous materials spillage but the situation presented did not involve a hazardous materials spill.

Techniques for Law Interpretation Questions: The fourth type of deductive reasoning question will provide you with a definition of a police-related term (usually a crime) and ask you to interpret the term with respect to a specific police-related situation. Like questions based on police department procedures, these questions require great attention to detail. You must carefully analyze the definition of a crime.

Analyzing the Definitions: The definition of a crime usually has several parts. Each part is referred to as an "element" in the definition. The elements are like the pieces of a puzzle; all the elements must be present to make up the crime. If any one of the elements is missing, that particular crime has not been committed.

There are usually several essential elements in a legal definition. The definition must be broken down into these separate elements. Use slash marks to separate the elements of a legal definition. Circle or underline key words in the definition. Then, check to see if the elements apply to the case. The elements must be compared to the case on an item-by-item basis. Specifically, watch out for the key words **AND** and **OR**.

AND means that one element must be present in addition to another for the crime to be present.

OR means there is a choice of situations; only one of the choices must be present for the crime to be committed.

For example, consider the definition of **DISORDERLY CONDUCT**: When, with intent to cause public inconvenience, annoyance or alarm or recklessly creating a risk thereof, a person engages in fighting or in violent, tumultuous or threatening behavior.

You could use slash marks in the following way to make the definition easier to understand:

DISORDERLY CONDUCT means / with intent to cause public inconvenience, annoyance or alarm / or recklessly creating a risk thereof, / a person engages in fighting / or in violent, tumultuous or threatening behavior.

For the crime of **DISORDERLY CONDUCT**:

Is it necessary to intend public inconvenience, annoyance or alarm? No. The definition says "intent to cause... OR recklessly create a risk thereof..."

Is it necessary to be fighting? No. The definition says "engages in fighting OR in violent, tumultuous OR threatening behavior."

Practice using this strategy with the example below:

Example: Answer this question solely on the basis of the definition provided.

Criminal Mischief - the crime of criminal mischief is committed when:

1. A person intentionally damages property belonging to another and the amount of the damage is 250 dollars or more; or
2. A person intentionally damages property, in any amount, by means of explosives.

According to the definition given above, the following represents the best example of criminal mischief:

- A. Frank is playing baseball with his pals when he hits a ball that breaks the 2,000 dollar window of Ford Motors.
- B. Tony is chopping down a tree in his backyard. The tree falls the wrong way and hits the neighbor's house, causing 3,500 dollars worth of damage.
- C. Harold gets mad after an argument with his wife and throws his 600 dollar T.V. through the 200 dollar picture window of his house.
- D. Lloyd decides to get even with a neighbor and throws an M-80 firecracker onto his neighbor's porch on Halloween night. The only damage is to his neighbor's milk box, about 15 dollars.

Explanation of Example Question: D is the correct answer. Intentional damage using explosives fits part 2 of the Criminal Mischief definition.

Answers A and B are incorrect because there was no intent in either case to damage property (the window or the house, respectively).

Answer C is incorrect because, although there was intent, no explosives were used **AND** the damage to property belonging to another did not exceed 250 dollars.

Sample Test Questions: Record your answers to the two questions on the Sample Test Answer Sheet.

13. Use the information in the following table to answer the next question.

Police officers are required to call for backup when responding to certain offenses. These offenses are listed below, along with the number of officers needed as backup:

<u>OFFENSES</u>	<u>NUMBER OF BACKUP OFFICERS</u>
Speeding violations of more than 20 mph over the posted speed limit.	1
Robbery whereby the police are notified within 30 minutes after the incident.	1
Fatal traffic accident where two or less people are killed.	2
Assault with a deadly weapon.	2
Any situation where three or more people are killed.	3
Any situation where there are two or more armed suspects.	3

According to the preceding table, Officer Latimer should call for backup in the following situation:

- A. A manager of a store reported a robbery that occurred more than 30 minutes ago after untying himself from a chair.
- B. A motorist traveled 45 mph in a 65 mph zone because of poor road conditions.
- C. A suspect armed with an automatic rifle has been holding up a liquor store and its employees for 40 minutes.
- D. Two people suffered broken bones in a traffic accident.

14. Use the information in the following passage to answer the next question.

The following dress code guidelines apply to Police Officers. Consider only the information presented here when answering the question.

1. The Antron Jacket will be worn for outside duty during the months of November through February and whenever the temperature is expected to drop below 55 degrees.
2. The Eisenhower Jacket shall be worn for outside duty during the months of March, April, May, September, and October, only if the temperature is below 65 degrees. Officers with the rank of Captain or higher may wear the Double Breasted Blouse instead of the Eisenhower Jacket.
3. A navy blue, long sleeve uniform shirt shall be the standard to be worn with the jackets. All individuals at the rank of Captain or above will substitute a white shirt.
4. The short sleeve shirt may be worn whenever the temperature is to rise above 70 degrees during the months of May through September.
5. Officers assigned to indoor duty may also substitute the short sleeve shirt for the long sleeve shirt.
6. Regulation trousers shall be worn. The black trouser braid or stripe shall be worn by individuals at the rank of Lieutenant and above.

TYPICAL POLICE OFFICER RANKS
(from highest rank to lowest rank):

- | | |
|--------------------|-------------------|
| 1. Chief of Police | 4. Lieutenant |
| 2. Deputy Chief | 5. Sergeant |
| 3. Captain | 6. Patrol Officer |

Consider the following situation:

The temperature for the day is expected to stay right around 60 degrees. The date is September 15. According to the preceding passage, Captain Cross would be dressed appropriately for outside duty if he wore:

- A. an Eisenhower Jacket, a white, long sleeve shirt and regulation trousers with a black stripe.
- B. a Double Breasted Blouse, a navy blue, long sleeve shirt and regulation trousers.
- C. an Antron Jacket, a white, long sleeve shirt and regulation trousers with a black braid.
- D. a Double Breasted Blouse, a white, short sleeve shirt and regulation trousers with a black braid.

8. INDUCTIVE REASONING

Definition: This is the ability to find a rule or concept which fits the situation. This would include coming up with a logical explanation for a series of events which seem to be unrelated. An example of this might be coming upon an accident scene and correctly guessing what must have happened from the position of the cars, the skid marks, and the road conditions. In addition, this ability involves understanding how a string of objects or events might be connected. An example might be recognizing that the same pattern applies to a series of burglaries or purse snatchings. This might also include examining a log book for previous days in order to see if there is some pattern that can be found for a series of events.

Techniques: Inductive reasoning requires that you notice something common among a series of events or objects. In order to do this, you have to be able to identify the details that are important to answering a question. The majority of questions for inductive reasoning will start with a passage which provides you with all the information you will need to answer the question. Scan the passage to get an idea of what it's about and then read the questions. The questions may ask you to identify which parts of the passage are similar or different. For example there may be a description of 4 different rapes and you may be asked which ones might have been committed by the same person. This will require you to compare the 4 descriptions, point-by-point and to note differences that would rule out the same person. For example, if one rape was committed by a heavy, White male, and another rape was committed by a thin, Black male, they could not have been committed by the same person. You might find it useful to set up a table for keeping track of the objects or people being compared. The question would be "Are they the same or different?" In the case of people (e.g., the rape suspects), the table you create might look like this:

*****Suspect Description*****

	Height	Weight	Race	Age	Scars
Rape 1	5'10"	160	W	30	No
Rape 2	5'3"	120	W	16	Face
Rape 3	5'8"	155	B	26	No
Rape 4	5'9"	170	W	35	No

From looking at this table, you can be fairly sure that the rapist in Rape 3 was not involved in rapes 1, 2, or 4 since he was described as Black and the other suspects are White. Also, the rapist in Rape 2 was probably not involved in 1 or 4, because he is quite short (5'3") and the other two rapists are described as average in height. This means that Rape 1 and Rape 4 could have been committed by the same person. There are only slight differences in estimated height, weight and age.

Remember, when you are reading the question, underline the pieces of important information. This might include time of day, color of clothing or the physical characteristics of a suspect. Making notes in your test booklet can be a big help on these questions. When considering the Example on the next page, make up a table like the one you see above.

Example: Police Officer Crawford received a series of reports from several people who were mugged in the early evening as they were exiting from the Spruce Street subway station. The description of each suspect is as follows:

Report 1 (November 16): male, White, early 30s, around 5'10", about 180 pounds, dark hair, mustache, one gold earring, blue jeans, black jacket, running shoes.

Report 2 (November 20): male, White, 25-30, about 5'6", around 120 pounds, dark hair, dark glasses, one gold earring, blue jeans, green sweatshirt, running shoes.

Report 3 (November 21): male, White, 40-45, almost 5'10", about 130-140 pounds, dark hair, mustache, one gold earring, blue jeans, black jacket, running shoes.

On November 23rd, another person was mugged by a male who was loitering near the subway station exit. However, a witness saw the mugging, called 911, and the male was apprehended two blocks away. The description of the suspect is as follows:

Report 4 (November 23): male, White, 25-30, 5'10", 175 pounds, dark hair, mustache, blue jeans, black jacket, green ski cap, boots.

Based on the description of the suspects in the first three reports, the suspect in report 4 should also be considered a suspect in report:

- A. 1 only.
- B. 1 and 2 only.
- C. 2 and 3 only.
- D. 1, 2, and 3.

Explanation of Example Question: After setting up a table with the characteristics of the four reports, similarities are easily identified. In addition, the critical dimensions can be identified. The important differences center around three characteristics -- age, height and weight. Report 4 does not match Report 2, because the muggers differ substantially with respect to height and weight. Report 4 does not match Report 3, because the muggers differ substantially with respect to age and weight. Report 4 does closely match Report 1. Using this information, the correct answer is A.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet.

15. Police Officer Thompson has noticed that in his portion of the city, most of the assaults occur in the eastern and northern sections, while most auto thefts occur in the southern and western sections and most traffic accidents occur in the western section.

The majority of the auto thefts have taken place between 3 a.m. and 7 a.m. Most of the traffic accidents have occurred either between 7 a.m. and 9 a.m. or between 5 p.m. and 8 p.m. Most of the assaults have occurred between 7 p.m. and 9 p.m. or between 11 p.m. and 4 a.m.

In addition, the traffic accidents almost always occur on Mondays and Fridays, the assaults take place on any day from Wednesday through Saturday, and auto thefts typically take place on weekday mornings.

Police Officer Thompson would be most likely to reduce the number of assaults by patrolling the:

- A. eastern section between 5 a.m. and 1 p.m.
 - B. eastern section between 11 a.m. and 7 p.m.
 - C. western section between 10 p.m. and 6 a.m.
 - D. northern section between 5 p.m. and 1 a.m.
16. During the first half of the month of May, Police Officer Riggins received a series of reports from people who were mugged outside of the South Side Shopping Plaza. The description of each suspect appears below:

Suspect 1: (May 7) - male, Black, early 20s, almost 5'9", about 170 pounds, black hair, tattoo on his upper arm, blue jeans and t-shirt.

Suspect 2: (May 13) - male, Black, 20-26, about 5'10", around 175 pounds, black hair, tattoo on left hand, tank top, jeans, and sneakers.

Suspect 3: (May 15) - male, Black, late teens, about 5'11", around 190 pounds, brown hair, snake tattoos on both forearms, and red tank top.

Suspect 4: (May 20) - male, Black, 17-21, 6'1"-6'2", about 210 pounds, brown hair, brown pants, a three-quarter length sleeve shirt, and no jewelry.

Suspect 5: (May 21) - male, Black, 16-20, about 6'7", around 230 pounds, black hair, an earring in the left ear, blue jeans, and a tank top.

Officer Riggins referred to this information when examining the incident described below.

On June 3rd, another Black male was arrested near the Plaza. In the description which lead to the arrest, a witness described the suspect as a Black male who looked to be about 23 years old. He was about 5'10" tall and weighed about 180 pounds. He had black hair, a tattoo of a cobra on his bicep, a muscle shirt, and blue jean cut-offs.

Based on the descriptions of the previous five suspects, the suspect arrested on June 3rd should be considered the same person as suspect:

- A. 1.
- B. 2.
- C. 3.
- D. 5.

9. INFORMATION ORDERING

Definition: This is the ability to apply rules to a situation for the purpose of putting the information in the best or most appropriate sequence. An example might be arranging the importance of certain activities in a traffic accident or domestic dispute. In order to use this ability, rules or instructions must exist for the person to know what the correct order of information is. For example, in a first aid situation, the officer must have been instructed or have available a set of instructions concerning what should be done first, second, and so on. This ability also involves the application of specified sequences or procedures to a given situation. This ability would come into play particularly when deciding which set of procedures to follow first, which to follow next, as would be the case of a traffic accident on a busy street when a serious injury was involved. The officer might have to weigh traffic back-up against first aid requirements.

Techniques: These questions usually start off with the relevant rules, procedures, or other items of information. In some instances, procedures are presented in the order in which they must be performed. Applicants are then given a specific set of events and asked to identify the next step which must be followed (based on the sequence of procedures specified in the initial passage). Such questions require you to closely follow the sequence of procedures presented in the initial passage.

Example: Upon arrival at the scene of a person needing medical aid, a police officer should do the following in the order specified below:

1. Render reasonable aid to the sick or injured person.
2. Request an ambulance or doctor, if necessary.
3. Notify the Radio Dispatcher if the person is wearing a Medic-Alert emblem, indicating that the person suffers from diabetes, heart disease, or other serious medical problems.
4. Wait to direct the ambulance to the scene, or have some responsible person do so.
5. Make a second call in 20 minutes if the ambulance does not arrive.
6. Make an Activity Log entry, including the name of the person notified regarding the Medic-Alert emblem.

While on foot patrol, Police Officer Grayson is approached by a woman who informs the police officer that an elderly man has just collapsed on the sidewalk around the corner. Police Officer Grayson, while offering aid, notices that the man is wearing a Medic-Alert emblem indicating heart disease. Police Officer Grayson, now requests an ambulance to respond. The next step the police officer should take is to:

- A. wait for the ambulance to arrive.
- B. have a responsible person direct the ambulance to the scene.
- C. place a second call for the ambulance after 20 minutes.
- D. inform the Radio Dispatcher of the Medic-Alert emblem.

Explanation of Example Question: The correct answer is D. There are two key points to this question. First, the last step completed by Officer Grayson was to request an ambulance (step 2). Second, the next step is a conditional one. The radio dispatcher is only notified if "the person is wearing a Medic-Alert emblem." According to the description of the incident, prior to calling for the ambulance, Grayson "notices that the man is wearing a Medic-Alert emblem." Thus, the next step would be number 3 (as indicated by answer D). Answers A, B and C are incorrect, because they correspond to steps 4, 4 and 5, respectively.

In other information ordering questions, the initial items of information may be presented out of order and applicants may be asked to arrange the information in the most logical order. Sometimes it's just a matter of arranging information in correct time order. At other times, it may be a matter of arranging information in order of importance.

Example: When firearms are located at a crime scene, there is a specific set of steps which should be performed in sequence before the firearm is removed from the scene. These steps are listed below: (These steps are NOT listed in the correct order.)

1. Note the position of the hammer, and whether the safety latch is on or off.
2. Unload the weapon, if possible, to ensure safe transportation.
3. Place each recovered spent cartridge separately in an envelope or box.
4. Carefully transport weapon, cartridges, and cartridge casings to the lab for analysis.
5. Photograph the weapon close up and sketch each cartridge case position.
6. Wrap recovered cartridges in tissue paper.

The above steps should be performed in the following order:

- A. 1, 5, 2, 6, 3, 4.
- B. 2, 6, 3, 5, 1, 4.
- C. 5, 1, 3, 6, 2, 4.
- D. 5, 4, 1, 6, 3, 2.

The approach recommended for these types of questions is similar to the approach recommended for the second type of written expression question. That is, put in order only as much information as you need to answer the question. Don't try to put all of the pieces or items of information in correct order. You could be wasting valuable time doing this, because you usually do not need to put all of the questions in order to identify the correct answer. Consider only the order shown in each of the response alternatives. Go through the alternatives one-by-one. Examine each alternative only as far as the point where you find it to be wrong. Then proceed to the next response alternative.

If you're not sure which item should be first on the list, you may find it easier to note which item should be last. This will help you considerably in eliminating obviously wrong choices. If you don't know what should be first nor last, then go by what you know for sure. In other words, even if you do not know the proper order of all of the items, nor which item should come first or last, you may know that one of the items should come after another. If so, you may be able to choose the correct answer by using just those two items to answer the question. *The key thing to remember is that you practically never need to know the correct order of all of the items to answer these type questions.*

Explanation of Example Questions: The correct answer is A. To determine the correct answer, the procedures must be listed in the correct time sequence. Procedures 2, 3, 5 and 6 deal with the handling of the cartridges (or cartridge casings) which are either in the weapon or ejected to the ground. In terms of these four tasks, 5 must occur before 2, 2 before 6 and 6 before 3. In other words, you must sketch the cartridge positions before unloading cartridges from the gun. The weapon must be unloaded before the cartridges can be wrapped. Once the cartridges are wrapped, then the recovered cartridges are placed in a separate envelope or box. The only answer with the 5, 2, 6, 3 sequence is answer A.

Sample Test Questions: Record your answers to the two questions below on the Sample Test Answer Sheet.

17. The technique for dusting for fingerprints involves the following procedure:
1. Choose a powder color in contrast with the surface to be dusted.
 2. Dip a brush into the powder and work the powder into the fibers of the brush.
 3. Lift the brush out of the powder, checking to make sure there isn't too much powder on the brush.
 4. Holding the brush lightly, shake a light dusting of powder onto the suspected area.
 5. If a light pattern shows up, brush more powder into the pattern lightly with the flow of the ridges.
 6. Lightly clean up the pattern by brushing excess powder out of the voids between the ridges to define the print.
 7. Photograph the impression and proceed to lift the impression with transparent tape.

An officer has followed the correct procedure when dusting for fingerprints and notices a pattern emerging. The officer's next step should be to:

- A. follow along the pattern with additional powder on the brush.
 - B. shake a light dusting of powder over the entire area.
 - C. shake the brush lightly to make sure there is no excess powder on it.
 - D. try to define the print by brushing excess powder out of the voids.
18. When a prisoner is brought in to be booked, a basic search is conducted. The steps involved in a search are listed below: (These steps are NOT listed in the correct order.)
1. Lower both of your hands to the base of the prisoner's neck and proceed with the search by covering the chest, stomach, and back.
 2. Have the prisoner empty all pockets in trousers, shirt, coat and jacket.
 3. Be sure no other inmates are in the room when the search takes place.
 4. From the waistline, proceed down the legs, using both hands on one leg and then the other.
 5. Have the prisoner stand facing a wall, back to you, legs spread and arms extended straight out.
 6. From behind, using both hands, start at the forehead and run your fingers or a comb through the prisoner's hair.

The above steps should be performed in the following order:

- A. 2, 1, 4, 3, 5, 6.
- B. 3, 2, 5, 6, 1, 4.
- C. 3, 5, 2, 6, 4, 1.
- D. 3, 5, 4, 2, 6, 1.

B. SAMPLE TEST QUESTIONS: ANSWERS/EXPLANATIONS

The answers to the Ability Areas Sample Test Questions are listed below. Explanations of the answers follow this list.

1. B	4. B	7. B	10. A	13. C	16. A
2. B	5. B	8. B	11. B	14. A	17. A
3. A	6. C	9. C	12. A	15. D	18. B

Memory questions - 1 and 2. These questions are based on the memory picture provided. The answers can be explained by looking back at the memory picture.

Visualization questions - 3 and 4.

3. The correct answer is A. All critical features match the features of the suspect. In addition, all other alternatives have at least one critical difference.
- B- is incorrect, because the nose is too high on the face (resulting in too much space between the nose and mouth) AND the features on the neck are different.
- C- is incorrect, because the lips are shaped differently AND there are two distinct lines between the upper lip and the bottom of the nose.
- D- is incorrect, because both the ears AND the nose are shaped differently than the suspect's ears and nose.
4. The correct answer is B. Although the truck has been painted a darker color and a topper has been added, the body of the truck matches the picture of the vehicle used in this crime. All of the other alternatives have at least one discrepancy which could only have occurred as a result of body work to the truck.
- A- is incorrect, because the bed of the truck is too long.
- C- is incorrect, because the truck has a high back end which extends to the top of the cab, similar to a rental truck.
- D- is incorrect, because the vehicle also has a high back end which includes an extra door and window, resembling a Range Rover or Suburban type vehicle.

Spatial Orientation questions - 5 and 6.

5. The correct answer is B because it provides the only route to the incident without breaking any traffic laws.
- A- is incorrect, because it suggests the candidate travel in the wrong direction (i.e., east) on High St.
- D- is incorrect, because it suggests the candidate travel in the wrong direction (i.e., west) on Garfield St.
- C- is incorrect, because it suggests the candidate travel in the wrong direction (i.e., west) on Garfield St. AND (i.e., east) on High St.
6. The correct answer is C, Broad and Tucker Streets. Beginning from Oak and Jefferson, you travel north 1 block to Jefferson and Market. Then, travel west 4 blocks to Market and Spruce, north 2 blocks to Spruce and Stover, and east 5 blocks to Stover and Broad. Finally, you travel south 1 block to Broad and Tucker.

Written Expression questions - 7 and 8.

7. B is the correct answer. It correctly reflects the two roles police play in problems of domestic violence -- 1) handling a conflict that disturbs the neighbors AND 2) stopping crime before it starts.

Although alternatives A, C and D do relate (in varying degrees) to other aspects of police involvement in domestic violence issues, none of these aspects are directly mentioned as information in the question and none include the notion of the dual roles of the police.

8. The correct answer is B. To identify the correct order, these sentences for the report need to be ordered into the proper time sequence. The clearest clues involve sentences 4 and 2.

Sentence 4 begins "Upon arrival..." Therefore, sentence 4 must separate the actions that occurred prior to the arrival at the scene from those events occurring after the arrival. Sentence 2 is the only statement regarding actions prior to arrival (i.e., getting the call). Thus, sentence 2 must occur first and be followed by sentence 4. Only answer B begins with the sequence 2, 4. In addition, the rest of the sequence (5, 1, 3) is also appropriate.

Written Comprehension questions - 9 and 10.

9. C is the correct answer. As stated in the passage, "The owner of the home had reported a robbery...**AND**... the suspects were in the home when the victims arrived."

Although the information in the passage does not indicate the exact number and type of items taken from the Corneal home, Officers Lucas and Gentry did determine that the robbers concentrated their efforts on the exotic gun collection, the antique jewelry collection and the areas of the house that typically contain money.

A- is incorrect, because it states that nothing was stolen;

B- is incorrect, because the wrong items are listed;

D- is incorrect, because it states specific numbers of items stolen which were not stated in the passage.

10. A is the correct answer. Officer Reigner was the officer who "requested the names of the companies and the services they performed."

B- is incorrect, Mr. Corneal seemed to answer all of the officers' questions.

C- is incorrect, because Officers Lucas and Gentry searched the home. Officer Baker assisted with the questioning of the owners.

D- is also incorrect, the robbers were reported to have fled the scene in a dark blue sedan, not a dark blue van.

Problem Sensitivity questions - 11 and 12.

11. B is the correct answer. The driver submitted to the blood alcohol test and scored below the legal limit. According to guideline 3, under these conditions, "the operator's license SHALL NOT be confiscated." Officer Kelley did take the operator's license and that was problematic.
- A- is incorrect, given the fact there was a problem with the license (response B).
- C- is incorrect, because the original guidelines did not mention any need for a witness to the field tests.
- D- is incorrect, because (according to guideline 4) even if a violator passes the blood alcohol test, "the violator can still be charged with driving under the influence, if the officer can justify the charge through the use of field tests." Both conditions have been met since Kelley's citations included driving under the influence AND failing the field test.
12. A is the correct answer, because the only inconsistency between the various accounts was given by witness 1. There is agreement that there were two males with similar builds (about 6' and 180 pounds). In addition, from all accounts, the first robber had dark hair, jeans, a leather jacket, sunglasses, tennis shoes and spoke, AND the second robber had jeans, a red jacket and tennis shoes. The only difference is witnesses 2, 3 and 4 state that the second robber's face was hidden by a ski mask/stocking cap. Witness 1 not only failed to mention the mask, but also was the only witness who claimed that this individual had blonde hair. All other details were confirmed by at least two of the four witnesses.

Deductive Reasoning questions - 13 and 14.

13. C is the correct answer. According to the Fourth statement listed under offenses, assault with a deadly weapon would warrant backup.
- A - does not require backup because the crime was not reported within 30 minutes as indicated by the second statement listed under offenses.
- B - does not require backup because the motorist traveled 20 mph under the speed limit. Backup would be required if the motorist traveled 20 mph over the speed limit as indicated by the first statement listed under offenses.
- D - does not require backup because the accident was not fatal as indicated by the third statement listed under offenses.
14. A is the correct answer. Based on the six guidelines, the captain's work situation, the date and temperature, Captain Cross may wear either the Eisenhower Jacket or the Double Breasted Blouse, a white, long sleeve shirt, and regulation trousers with either the black trouser braid or stripe.
- B- is incorrect, because according to guideline 3, a captain "will substitute a white shirt" for the navy blue, long sleeve shirt.
- C- is incorrect, because according to guideline 1, it is too early in the year (September) and too warm (60 degrees) to justify wearing the Antron Jacket.
- D- is incorrect, because according to guidelines 4 and 5, the captain can not wear the short sleeve shirt because the temperature is too cold (60 degrees) and the captain is serving outside duty.

Inductive Reasoning questions - 15 and 16.

15. When examining the choices, the answer alternatives include the section of the city and the time of day. There is no indication of the day of the week. Thus, the information in paragraph 3 is irrelevant to this decision. According to the first two paragraphs, assaults occur "in the eastern and northern sections" and "between 7 p.m. and 9 p.m. OR between 11 p.m. and 4 a.m."

Answer D is the correct answer. It includes both an appropriate section of the city and time of day.

C- is incorrect, because it is the wrong section of the city for assaults.

A and B- are incorrect, because they do not include any of the hours of the day when assaults are more likely to occur.

16. A is the correct answer. To answer this question it is helpful to create a table with all of the various features for suspects 1, 2, 3 and 5 (4 is not one of the answers) and for the June 3rd suspect. Using this method, the other three answers can be eliminated.

B- is incorrect, because the only tattoo is on the left hand, not on the bicep. Since this suspect had a tank top on, a cobra tattoo on the arm would be hard to miss.

C- is incorrect, because the suspect's tattoos are on the forearms, not on the bicep.

D- is incorrect, because the suspect is too tall and heavy (6'7" and 230 pounds).

Information Ordering questions - 17 and 18.

17. The correct answer is A. The key phrase in this question is "notices a pattern emerging." Procedure number 5 reads "If a light pattern shows up,... the next step is to ...brush more powder into the pattern lightly with the flow of the ridges."

Answers B, C and D are incorrect because they correspond to procedures 4, 3 and 6, respectively.

18. The correct answer is B. To determine the correct answer, the procedure must be listed in the correct time sequence. Procedures 2, 3 and 5 deal with the preparation for the search and procedures 1, 4 and 6 deal with the actual search. In terms of the last three tasks, 6 must be first, because it instructs the officer to "start at the forehead." Procedure 1 must be next because it states "Lower both of your hands to the base of the prisoner's neck and proceed..." Procedure 4 is the continuation of procedure 1, since you finish 1 at the mid-section and begin 4 at the waistline. Answer B is the only one ending with the sequence 6, 1, 4 AND the order for the initial three procedures (3,2,5) is appropriate.

PART III: ORAL BOARD TEST

SECTION I: GENERAL DESCRIPTION

- A. Content:** You will be presented with three exercises designed to allow the Milwaukee Police Department to assess your ability to be an effective police officer. These situations will NOT require technical knowledge of police work, since the technical aspects of the job are learned in training. Because the Oral Board will be administered over several days, alternate forms of the exercises will be used. While every form of each exercise will involve the same type of problem, the specific details of the problem will vary.

A brief explanation of the three exercises along with examples of the first two exercises are presented below. The order in which the exercises are listed is likely to be the order in which you will take them.

- 1. Work Situation Exercise** - You will be presented with a description of a work situation that you may be faced with on the job. You will also be provided with a list of some regulations, (see page 46 for the actual regulations that will be used during the Oral Board Test), including some that will apply to the exercise and others that will not. Based on the exercise and exercise regulations, you will be asked to identify the problem(s) presented in the exercise and to describe what you would do. (See example on the following page.)

EXAMPLE: WORK SITUATION EXERCISE

The following example is presented for illustrative purposes and will not actually be used. For this example, only two sample regulations have been presented and both apply to the work situation. Keep in mind that, during the actual Oral Board Test, 17 regulations will be presented (as listed on the next page) but only some of them will apply to the exercise.

Sample Regulations:

- C Political Activity - A uniformed police officer shall not support or oppose any political candidate in public.
- C Gambling - No police officer shall participate in any illegal gambling or any gambling while on duty.

Sample Work Situation:

You are a new police officer and have been on the job now for approximately 6 months. Today, you received an assignment to work a driver's license checkpoint with another police officer. The other police officer is Officer Chris Matthews who has been on the job for approximately four years now. You and Officer Matthews stop the first vehicle which approaches your checkpoint. The motorist provides a driver's license but is unable to provide proof of insurance. While speaking with the motorist, you notice that he is wearing a pin supporting a political candidate by the name of Richard Boone. You tell Officer Matthews that you are going to run the motorist's license and ask the officer to keep an eye on the motorist. You run a check on the motorist's license and everything turns out fine so no further action is needed with the motorist. When you return to the motorist's vehicle, you overhear Officer Matthews telling the motorist that Boone would never get elected. The motorist responds by saying that he would bet Matthews 20 dollars that Boone would win. Officer Matthews replies, "It's a bet!"

Questions:

1. Identify the problem(s) in the situation by applying the regulations presented
2. Describe what you would do to address the problem(s).

(Keep in mind that additional questions will be raised by raters during this exercise.)

RULES AND REGULATIONS

The following 17 regulations are the actual regulations which will be used during the Oral Board Test. Since you will need to apply these regulations to the Work Situation Exercise to identify the problem(s) in the information presented, we recommend that you spend some time reviewing these regulations to become familiar with them. **Note that these regulations are NOT intended to be used with the example on the preceding page.** Specific "Sample Regulations" have been provided to use with that example.

Devotion of Time:	Members shall devote their whole time and attention to the service of the Police Department and they are expressly prohibited from engaging in any other business or occupation.
Patrol Area:	Members shall not leave their assigned area unless directly ordered by their supervisors
Timeliness:	Members shall be punctual in reporting for duty at the time designated by their supervisors.
Public Treatment:	Courtesy and civility toward the public are demanded of all members of the Department and any conduct to the contrary shall not be tolerated.
Traffic Enforcement:	All members of the Department are responsible for the enforcement of traffic laws regardless of assignment.
Orders:	Members shall promptly obey any lawful order given by any officer of higher rank.
Admission:	Members shall not seek free admission for themselves or others to theaters or other places of amusement.
Confidentiality:	Members shall treat the official business of the Department as confidential.
Identification:	Members shall give all proper information to persons requesting it carefully, courteously, and accurately; and they shall give their name and badge number in a respectful manner to any persons who may request it.
Department Property:	Members shall be responsible for the good care of all Department property assigned to their use and shall promptly report to their commanding officer the loss, damage, or unserviceable condition of such property.
Uniform:	All members shall be in complete uniform when on duty. No mixture of civilian clothing with uniform shall be permitted in public, either on or off duty.
Use of Department Property:	Department stationery shall not be used for personal correspondence nor shall any Department property whatsoever be used for private purposes.
False Information:	No member shall complete any report using false or inaccurate information.
Substance Use:	Members shall not consume any intoxicating liquor and/or fermented malt beverages while on duty.
Gifts, Gratuities:	Members shall not receive money, gifts, gratuities, rewards or compensation for police services rendered.
Statements:	No member shall speak on the behalf of the Department unless authorized to do so by the Chief of Police.
Investigation:	Members shall investigate all cases of injury to persons or damage to property in any public place which may come to their attention.

2. **Safety Promotion Exercise** - You will be presented with a description of a commonplace safety issue affecting the public and will be asked to develop ideas for addressing this issue. (See example below)

EXAMPLE: SAFETY PROMOTION EXERCISE

The following example is presented for illustrative purposes and will not actually be used on the Oral Board Test.

Safety Promotion is an important aspect in Policing. In general, Safety Promotion involves:

- C Identifying the public's safety concerns.
- C Developing ideas to promote safety.

You are a new police officer and your sergeant has told you that the Department is starting a campaign to promote safety. Your sergeant is looking for ideas on how to encourage citizens to take precautionary measures when withdrawing money from ATM machines. The sergeant informs you that this new campaign was initiated because this topic has surfaced recently at several community meetings. The citizens expressed concern because there have been several robberies occurring outside of ATM machines.

Question:

1. Develop ideas to promote safety among the public.

(Keep in mind that additional questions will be raised by raters during this exercise.)

3. **Work Preference Exercise** - This exercise is a role-play between a rookie police officer and an advisor at a training academy. You will pretend to be a rookie police officer and a rater will pretend to be the rookie's supervisor. You will be presented with a description of your first assignment and will be asked to respond to a series of questions regarding that assignment. Since you will NOT be permitted to prepare in advance for this exercise (See B. Preparation), an example has not been provided.

- B. Preparation:** You will be given approximately 15 minutes to review materials and prepare your responses to the Work Situation and Safety Promotion Exercises. Unlike the Work Situation and Safety Promotion Exercises, you will not be permitted to prepare in advance for the Work Preference Exercise. The preparation period will be conducted in a special preparation area where you will NOT be observed by the raters. You will be permitted to take notes on the test materials or scrap paper provided during the preparation period.
- C. Participation:** You will be permitted to use any notes that you make during the preparation period while participating in the actual exercises. You will also be permitted to take notes while participating in each exercise, if you so desire. You should be aware, however, that any notes prepared or used during the exercises will NOT be considered by the raters when making evaluations. In fact, such notes will be collected and destroyed following your participation to ensure they cannot be made available to any other candidates who have not yet participated in the Oral Board Test. The raters will judge you only on your oral response.

D. Evaluation:

- 1. Raters** - A board of raters will observe and evaluate your ability to be a Milwaukee police officer for each exercise. Each rater has been trained to observe, record and evaluate your behavior and advised how to avoid making evaluation errors.
- 2. Evaluation Procedure** - While each exercise proceeds, the raters will be observing and recording your behavior. After the exercise, the raters will evaluate your effectiveness with regard to each of the ability dimensions.
- 3. Ability Dimensions** - The following areas will be evaluated during the Oral Board exercises. These dimensions have not been listed in any particular order and will be weighted equally when deriving your overall Oral Board score.

- ! Comprehension: This is the ability to understand written or spoken language. This involves receiving information not giving it. It is the ability to hear or read a description of an event and understand what happened. This ability might be used in listening to descriptions of events, places, or people, and/or reading narrative material such as an arrest report.
- ! Oral Expression: This is the ability to use language orally to communicate information or ideas to other people. This ability involves organizing information or ideas and expressing them in a clear and logical manner using a tone and vocabulary that is appropriate for the audience. The audience might include suspects, victims, witnesses, other police officers, supervisors, shop owners, or any individuals with whom the police officer might come in contact. Examples might include explaining a new departmental procedure or policy to a police officer or group of police officers and/or explaining investigation procedures to a victim.
- ! Reasoning: This is the ability to recognize or identify the existence of a problem or issue that needs to be addressed, critically evaluate the problem or issue, evaluate alternative solutions and arrive at a sound decision. This ability includes considering all relevant information, distinguishing important from unimportant information, and applying general rules or principles to specific situations or drawing general conclusions based on multiple specific situations. Examples might include identifying a particular situation as a civil or criminal case, and/or recognizing that the same pattern applies to a series of burglaries or purse snatchings.
- ! Originality: This is the ability to produce unusual or clever responses to a given topic or situation. It is the ability to improvise solutions in situations where standard operating procedures do not apply. An example might be a police officer who uses a bicycle to catch a burglar or a coat hanger to hang a traffic flare from an overhead object.

- E. **Overview of Logistics:** The following schedule will be followed during the Oral Board Test. During the Oral Board exercises, raters will only tell you when to start and stop; they will not tell you how much time you have left. You will be responsible for keeping track of time. Therefore, we recommend that you wear a watch to keep track of your time.

Time Period	Activity
5 minutes	Check-in is conducted and instructions are provided to you.
15 minutes	You review materials for the first two exercises and prepare your responses.
21 minutes	<div>You participate in each of the three exercises.</div> <div>C You participate in the Work Situation Exercise. (7 minutes)</div> <div>C You participate in the Safety Promotion Exercise. (6 minutes)</div> <div>C You participate in the Work Preference Exercise. (8 minutes)</div>

Candidates who pass the Written Examination will be notified of their scheduled date and report time for the Oral Board Test.

SECTION II: PREPARATION STRATEGIES FOR THE ORAL BOARD TEST

This section is organized around the four areas of performance that raters will be looking at to judge your performance. For each area of performance, we will discuss some tips and strategies for preparation.

A. ORAL EXPRESSION

This ability involves using language orally to communicate information or ideas to other people. This area of performance concerns the ability to make your messages understood by others.

One strategy that can enhance effectiveness at communicating messages is the use of an **OUTLINE**. When communicating to others, it is more likely that your thoughts and ideas will come across clearly if you take the time to organize your thoughts in your mind or on paper. When you generate an outline, we suggest you begin by setting down the broadest categories to be discussed and then create increasingly more specific sets of categories. For example, consider the way this guide is organized or outlined. The broadest categories have titles such as: "PART I: WORK STYLES QUESTIONNAIRE AND LIFE EXPERIENCE SURVEY" and "PART II: WRITTEN ABILITY TEST". These sections contain more specific subsections. For example, the Written Ability Test section is broken down into these subsections: "General Test Information", and "Ability Areas". Some of these subsections are broken down still further into an even more specific set of categories, including "Objectives", "General Test-taking Strategies", and so on.

The outlining strategy described above has been suggested as an aid to enhancing the effectiveness with which you communicate your messages to others. The question still remains as to how you will know if this strategy does, in fact, result in improved communication. This is where the assistance of friends or family can come into play. To assess the effectiveness of communications, you could provide an oral response from an outline, have another individual listen to the response, and ask that individual to generate the outline, or list the key points, on which your response was based. You could then compare the individual's perception of the message with the message you had intended to convey. If there are areas that were not correctly identified by the individual, you should re-work those areas until they are correctly identified.

To practice generating outlines, think of a problem that you are aware of, generate an outline for your response regarding how you would handle that problem, and generate your oral response from your outline. For example, assume that you have received a phone call indicating that your younger brother was picked up for underage drinking. Your parents are out of town and you were left in charge. You might generate a broad outline consisting of headings such as the following:

- I. Discuss brother's behavior with law enforcement personnel.
- II. Determine why brother is drinking and the circumstances of the situation.
- III. Take steps to prevent underage drinking in the future.

A more specific set of headings could then be generated for each of the components. For example, "Discuss brother's behavior with law enforcement personnel" could be broken down as follows:

- I. Discuss brother's behavior with law enforcement personnel.
 - A. Ask law enforcement personnel to recount your brother's actions.
 - B. Ask law enforcement personnel about the ramifications of your brother's behavior.

You could try other problem ideas like, "car breaks down on side of the road at night", or "responsible for planning a neighborhood picnic." Simply outline the steps that you would take to handle these situations.

An alternate method for preparing an outline is to "talk out" the presentation in the order that comes naturally. Record the flow of ideas or topics while talking and work from that record in preparing a final outline. Some people are more comfortable using this method rather than generating an outline and forcing your flow of ideas to fit the outline.

B. COMPREHENSION

This is the ability to understand written or spoken language. This ability deals with understanding messages and information that others attempt to convey. This ability area initially comes into play when you are reading the Oral Board exercises. You will need to pay careful attention to the information provided in the exercise descriptions and to the instructions regarding the issues you are to address when you appear before the Oral Board Raters. The outlining strategy mentioned for Oral Expression is also helpful in practicing Comprehension. Specifically, the outlining strategy can be reversed to practice and assess the ability to understand messages. To practice and assess your ability to understand written information, you could take a newspaper article, editorial, or a book chapter/section; outline the information presented; and identify what you perceive to be the central points. While it's difficult to check your perceptions of a newspaper article, the summary at the end of a book chapter can be used to check your understanding of the material within the chapter.

Comprehension also comes into play when you listen to the questions of the raters during the Oral Board exercises. You will need to identify the key points in the questions asked by the raters. To practice and assess your ability to understand information presented orally, you could listen to another individual speak about a particular topic by going to a lecture, listening to an educational videotape or watching an educational television program. After listening to the presentation, create an outline of the information presented, identifying what you perceive to be the central points. If you have another individual listen to the presentation and create an outline too, you can check your understanding by comparing your outlines.

C. REASONING

The definition of this category of performance can be broken down into two basic components:

- a. Identifying the problem or issue in the situation.
- b. Deciding on a solution to a problem or issue on the basis of the evaluation of that problem/issue.

One way that you can prepare for this area of performance is to consider, discuss, and resolve an issue of current concern. When doing so, you should:

- a. Identify the key components of the issue that should be considered.
- b. Generate and consider alternative courses of action or solutions. When evaluating potential solutions to problems, you should consider the impact of each solution on all individuals who could be affected by the solution. This would include those individuals who decide on the solution, as well as those individuals who must implement, abide by and/or enforce the solution.
- c. Consider the short and long-range implications of decisions that are made since some solutions may be beneficial only on a short or long-term basis.
- d. Take steps to minimize any potentially troublesome "side-effects" of the chosen solution.

One example of an issue that you could use to practice is to imagine that you have been offered a job in another state. The job is high-paying and you would love to take it but your spouse does not want to move. Use the steps above to consider, discuss and resolve this and any other such issues that you may think of.

D. ORIGINALITY

This is the ability to produce unusual or clever responses to a given topic or situation.

In order to generate original ideas, place more emphasis on generating ideas that are novel and “out of the ordinary.” For example, if you were asked to list “original summer activities” you might think of things like an ice cube toss.

To practice, try thinking of some “unusual materials you could use to make lamps”, or “unusual uses for a paper clip”. You can also ask friends and family to prompt you with challenging ideas that require you to think of original alternatives to problems. For example, someone might ask you to think about original answers to a question such as “What are some strategies that can be used to look for a new job/career?” Another question might be, “What are some activities in which teenagers can participate outside of school to keep them from getting into trouble?” Trying to develop original responses to these types of questions will help you prepare for providing original responses during the Oral Board exercises.

CONCLUSION

This preparation guide represents an attempt to familiarize you with all aspects of the examination process, including the items or exercises, logistics and evaluation procedures; as well as to provide some suggestions for preparation. The suggestions provided here are not exhaustive -- we encourage you to engage in whatever additional preparation strategies you believe will enhance your chances of performing effectively on the examination process and on the job.
